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ABSTRACT

The necessity of having funds which meet client related and additional educational needs are presented in this two-part monograph. The first part is comprised of a comprehensive discussion of Training Related Expenses and analysis of their uses and effects on client completion or termination from training. The second part describes the function and utilization of Enrichment Training. Conclusions drawn from both parts were that these funds were valuable tools and had real and positive impact on the success of clients requiring this type of help. (Also included is one appendix.) (Author)

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THE USE OF

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TRAINING RELATED EXPENSE

AND ENRICHMENT MONIES

IN PUBLIC SERVICE EMPLOYMENT:

THE VERMONT EXPERIENCE

Vermont Department of Employment Security

Madelyn Davidson, Commissioner

The Experimental and Demonstration Manpower Pilot Project on the Special Work Project for the Unemployed and Upgrading for the Working Poor

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THE USE OF TRAINING RELATED EXPENSE AND ENRICHMENT MONIES IN PUBLIC SERVICE EMPLOYMENT: THE VERMONT EXPERIENCE

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PREFACE

In mid-1970, as a consequence of welfare reform legislation then pending in the United States Congress, the Vermont Department of Employment Security was chosen to test and document experimentation in the manpower training aspects of the proposed legislation. The overall objective of the resulting Experimental and Demonstration (E&D) Manpower Pilot Project was to explore the feasibility and value of alternative approaches and procedures for conducting the Special Work Project (Public Service Employment) for the unemployed and Upgrading training for the working poor, as a means of helping to develop guidelines and other knowledge required to facilitate and make more effective national implementation and rapid expansion of manpower projects aimed at enhancing the employability of heads (and other members) of low-income families.

The project thus had two major components within the overall project:

- "Special Work Project" whereby unemployed persons, by performing work (at public and private nonprofit agencies in the public interest) can develop job skills which enable them to obtain nonsubsidized (private or public) employment,

- "Upgrading training" whereby low-income employed persons ("working poor") can develop new job skills for which they receive increased salary.

More specifically the project:

- developed various designs for operating the two manpower programs,

- tested operating practices to identify smooth running procedures,

- tested the feasibility and relative effectiveness of alternative operating procedures,

-identified problems and issues central to the establishment and running of these programs,

-prepared technical materials and other aids for use in the programs,

-monitored and evaluated outcomes of activities,

-determined requirements for administration, facilities, staff and financing of the programs,

-established guides for determining how these programs might fit into the overall mixture of manpower programs and services at the local level,

-developed the necessary guidelines and manuals for effectively replicating the programs elsewhere,

-researched and documented the effect of the program on E&D manpower clients and,

-produced monographs on salient aspects of project experience, relevant to planning activities at the national level for implementation of welfare reform and/or public service employment programs.

The project was initiated on July 1, 1970, and terminated on October 31, 1973. Operation of the project was divided into the following segments:

July 1, 1970, through October 31, 1970: Planning, initiation, and startup,

November 1, 1970, through June 30, 1971: Operations limited to Chittenden and Lamoille counties,

July 1, 1971, through June 30, 1972: Statewide operations,

July 1, 1972, through June 30, 1973: Statewide operations,

July 1, 1973, through October 31, 1973: Evaluation, writing, printing and publishing.

FINAL TRAINEE SUMMARY — SPECIAL WORK

As of July 2, 1973	Number	Number	Number	Percentage of Total Enrollees
Total Special Work Enrollments		656		100%
Completed Training		430		65.6%
-Completed, Placed in Employment	307			46.8%
-Completed, Placed in Work Training	26			4.0%
Total Placements			333	50.8%
-Completed, Placed in Education or Skill Training	6			0.9%
-Completed, Awaiting Placement	91			13.9%
Terminated Training		226		34.4%
-Good Cause	99			15.1%
-Without Good Cause	127			19.3%

FINAL TRAINEE SUMMARY — UPGRADING

As of July 2, 1973	Number	Number	Percentage of Total Enrollees
Total Upgrading Enrollments		144	100%
-Completed Training		118	81.9%
Upgraded	114		79.2%
Not Upgraded	4		2.8%
-Terminated Training		26	18.0%
Good Cause	17		11.8%
Without Good Cause	9		6.2%

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PART I

The Vermont Experimental and Demonstration (E&D) Manpower Pilot Project had from its inception a provision for payment of Training Related Expenses (TRE). These expenses were determined as those incurred in providing necessary goods and services required if trainees were able to participate in Special Work Project (SWP) training. Enrichment Training, also a support component of SWP, was established as a separate budget item during the second two years of the Project and provided funds for courses taken in job related subjects.

This monograph consists of two parts. Part I provides a discussion of the implementation, types and procedures of TRE's in the Vermont Experimental and Demonstration Manpower Pilot Project as well as a detailed analysis of the clients receiving them. Part II is an examination of Enrichment Training used in the same Project.

SECTION I

SUMMARY AND RECOMMENDATIONS

A. Summary

The first part of this monograph is comprised of the following components:

1. The development of the TRE in the E&D Project is discussed. It is noted that a $500 limit per slot was adopted, and that this limit was rarely approached. Stress is laid on the flexibility of the TRE's and the lack of formal proscriptions on their use. A summary is given of the use of TRE's through the operational years of the Project (December 1970 - June 1973). During this period, 418 TRE's were provided to 241 clients in the amount of $12,874. It is noted that TRE's were available to clients before, during and within 180 days after completion of training, and that predictably they were most used during the training period.

2. To illustrate types and application of TRE's a detailed case history is presented. Additionally, TRE's are divided by types and it is noted that over 82% were for clothing or transportation needs.

3. The procedures and policies governing the use of TRE's in the E&D Project is outlined. The procedures for submission, approval and payment are presented and the judgement that they provided a "happy balance" between administrative requirements and client need is made.

4. A detailed analysis of the TRE's, in regard to the characteristics of the clients who received them and the types of expenses incurred, is made. Detailed demographic statistics are compared between TRE receiving clients and those who did not use this resource. Also investigated is the completion and termination relationship between the TRE and non-TRE groups. It is noted that the TRE group had a slightly higher completion ratio, 64% to 60%, factors such as length of time in training, unsolvable employability barriers etc. could have caused this small disparity. In general, however, the statement is made that the preponderance of small differences between the groups (age, marital status, employment, work history, etc.) shows that the TRE group had more employment barriers than the non-TRE group and a higher success ratio. This suggests that TRE's enabled recipients to overcome numerous obstacles to their entrance to the "world of work".

B. Recommendations

1. The recommendation is made that a higher local office spending limit such as $50.00 be established. Having a $20.00 spending allowance at the local office level generally allowed expenditure for TRE's without first involving the Central Office. However, because many of the items secured were several dollars more than the $20.00 limit and need for these items occurred on numerous occasions, the local office was required to go through the Central Office. The suggested new limit is still small enough to be approved by the local office Manager and it would reduce administrative delay by avoiding additional initial paperwork with minimal affect on total overall expenditures.

2. It is recommended that a local office petty cash fund be established. This would eliminate Coaches and Counselors having to use their own money for small TRE requests and then waiting for reimbursement by submission of an expense statement.

3. It is recommended that for budgetary purposes, a slot allowance be established. A $500 limit was considered adequate. However, care should be taken that no unreasonable restriction be placed on an expenditure for individual clients. That is, since individual client's needs vary markedly, arbitrary limits can straight-jacket attempts to answer unusual circumstances.

4. We recommend a continuation of the present policy of having the amount used for each TRE flexible, providing it remains within the limit of the total amount permitted. In other words, the money should not be divided in such a way that necessitates breaking down each category of possible problems and allotting a specific number of dollars for each category. Although we have seen that clothing and transportation accounted for the greatest percentage of TRE requests, it would be unwise to restrict the budget with a categorical breakdown allowance.

5. We recommend that since many items and services paid for can be obtained from stores dealing with identical goods, it would therefore be worthwhile to establish regular vendors with whom the clients can do business. If these vendors realize that they would receive this extra business, there would be a good possibility to secure discounts.

SECTION I

INTRODUCTION

A. Background

In July of 1970, a contract was drawn between the Vermont Department of Employment Security (DES) and the U.S. Department of Labor (DOL). The contract called for the operation of an "experimental and demonstration manpower pilot project..... relating to the unemployed and working poor. The Experimental and Demonstration Manpower Pilot Project, E&D as it was called, was designed to develop guidelines, experience and data to be used in implementing the then proposed Family Assistance Program (FAP) If FAP (or modification of it, such as the later proposed H.R. 1) had passed into law, it was hoped that the valuable experience gained by such demonstration projects would enable rapid expansion of tested concepts on a nationwide basis.

The Vermont E&D Project was specifically designed to test temporary subsidized employment of unemployed poor persons with dependent children. Further, trainees were to be placed with non-profit employers only. The goal was to introduce these clients to the "world of work". It was postulated that in addition to experience and training, job exposure to the routine of regular employment would help develop positive attitudes toward work. The clients in addition to a subsidized work slot, were to be provided with a large range of supportive services by an "employability team". The team composed of a Counselor, Manpower Specialist and Coach was to deal with specific employability barriers as they occurred, and effect their removal if possible. One of the tools provided to the E&D staff was funds for the use of Training Related Expenses (TRE). In concept, a TRE was "any reasonable expenditure of Project funds necessary to assist ... an ..... enrollee in work training progress and ultimate job placement. These expenditures have been found necessary in order to provide an enrollee with basic necessities required to get him into a Special Work (training) slot and keep him there."

B. Purpose of Monograph

The purpose of this monograph is to examine the use and effect of TRE's in the E&D Project. It is felt that such a comprehensive examination will provide valuable insights, both logistical and financial to anyone contemplating development of similar programs

C. Approach

To examine the use and effect of TRE's in the E&D Project we will address ourselves to several topics.

1. A description of the development and utilization of the TRE throughout the Project with emphasis on the numbers of clients served, the types of TRE's requested and the amounts expended.

We will also look at the timing of TRE's, that is at what point they were rendered during training.

2. A discussion with examples of the types and variety of TRE's as well as an explanation of various ways they were utilized by the staff will be presented. Also a detailed case history is included to illustrate specific application of TRE's.

3. A detailed description of the procedures and policies developed by the E&D unit to initiate, process and approve TRE's will be presented. An outline of the criteria used by the Central Office Staff (COS) in their consideration of a particular request will be shown. An evaluation of the efficiency of the procedures and a discussion of modifications instituted during the duration of the project will be presented. Finally, an attempt will be made to determine whether the approval and processing procedures were client or administratively oriented or a balance between them.

4. A comprehensive analysis of data compiled from Project records will be made. Specifically presented will be data comparing clients who received TRE's and those who did not require them. These groups will be compared in a number of ways and conclusions will be drawn based on a compilation of various significant factors.

5. Finally a series of recommendations compiled both from records and staff interviews with the intent of aiding those considering use of this resource in other programs will be provided.

SECTION III

DEVELOPMENT, USE AND TIMING OF THE TRE

A. TRE Guidelines

The TRE was considered an integral part of the E&D Project from its inception. The concept of providing funds for expenses of participants in various manpower programs was well established in WIN program. The initial proposal by DES in June, 1970 proposed developing guidelines for payment of necessary expenses directly related to the enrollee's participation in training. Accordingly, the E&D staff adopted the following TRE guidelines:

1. Such expenses will be limited to "expenses incurred in providing necessary goods and services required if trainees are able to participate in Special Work training when such required goods and services cannot be obtained through normal means such as provision by Social Welfare, Vocational Rehabilitation, Employment Service or other established means including volunteer provision of such goods and services".

Thus, the TRE was conceived as a special resource to be used in solving unusual problems. It was intended as a tool to be used creatively by the E&D Staff to remove employment barriers.

2. No formal separate budget item was created to fund TRE's. Rather, they were considered as part of the overall amount allotted per slot. A limit of $500 per slot per year was adopted, but in practice this was never exceeded and rarely approached.

3. Except for the above restriction, the use of TRE's was kept purposely flexible, to allow the staff to use them as situations dictated. It was held that each request should be judged on its merit -- and that any new need should be weighed in light of its particular relevance to the individual need. No specific prescriptions were applied to material needs and services, since it was felt this would inhibit E&D experience with effectiveness of TRE's.

B. Implementation of the TRE

1. The TRE was implemented from the inception of the Special Work program. During the first phase, (December 1970 through June 1971) 43 TRE items or services were provided on 36 TRE's;* the

*Some TRE's contained multiple items.

total amount spent was $1,069. In this period a small amount of the total spent was utilized to provide for education related needs, i.e. fees to cover costs of client taking General Educational Development (GED) Tests. Successful completion of this test provided trainees with a high school equivalency diploma, a prerequisite for many jobs, among them most classified jobs with the State of Vermont. With the commencement of the second project year on July 1, 1971, a separate educational support component was established to provide for this type of need. It was known as "Enrichment Training" and was separately funded under that title.

2. In its second year (July 1, 1971 through June 30, 1972, during which the Project became a statewide operation), which was the most active operational period of E&D Special Work activity, the enrollment of SWP trainees increased substantially to a total of 509. During this period 192 Training Related Expense items or services were provided by 167 TRE's. Total funds expended amounted to $4,879.

3. During the third year (July 1, 1972 through June 30, 1973) the Project continued in active operation statewide. In its last three months, operations began to phase down, anticipating the end of the Project in June. During this year clients received Training Related Expense items provided by 215 TRE's. The total cost of these purchases was $6,924.

4. For the full operational period (December 1, 1970 to June 30, 1973) 241 SWP trainees received 418 TRE's. The total amount expended on all TRE's during the Project was $12,874.

5. The 241 clients who received TRE's comprised 37% of the total 652 enrollees (see FIGURE 1). In the analysis section we will examine both groups in detail.

C. Timing of TRE Employment

It was recognized at the inception of the Project that a trainee could require help before, during and after training. It was thus established that a SWP trainee could receive TRE's to remove barriers to his enrollment, to help him remain employed. A limit of 180 days after permanent placement was established as the period for receiving TRE's.

1. Prior to training, 38 TRE's or 9% were approved.

2. During training, 330 TRE's or 79% were approved.

3. After training, (within 180 days) 50 TRE's or 12% were approved (see FIGURE 2).

It is clear that the great majority of TRE's were used during the training experience to keep the trainees on the job. We believe

that this came about because problems surfaced when the client was actually working. The trailing off of requests after training suggests that major barriers had been overcome during the training period.

FIGURE 1

The E&D Special Work Program:
Trainee Enrollees

Population 652
(December 1970 — June 1973)

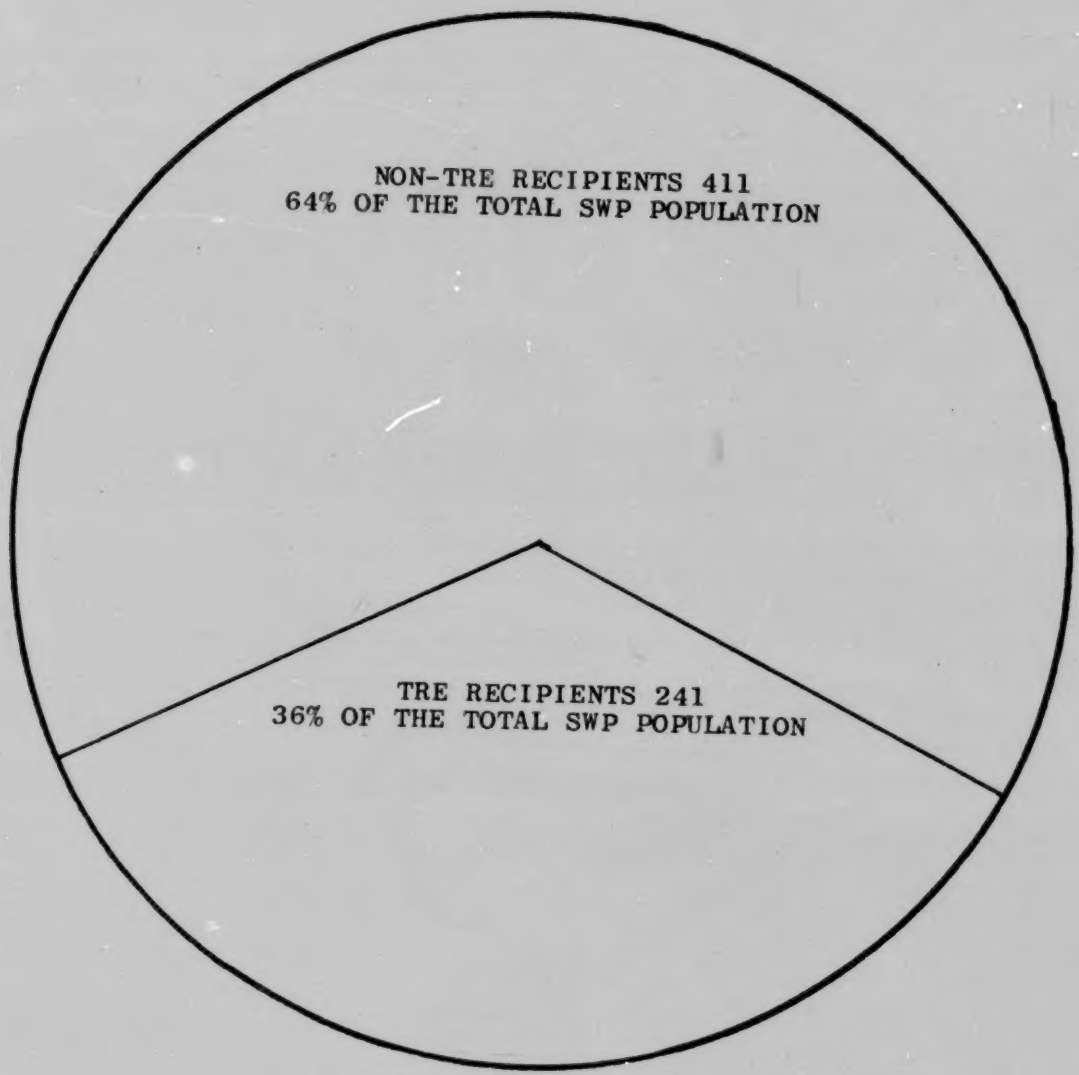
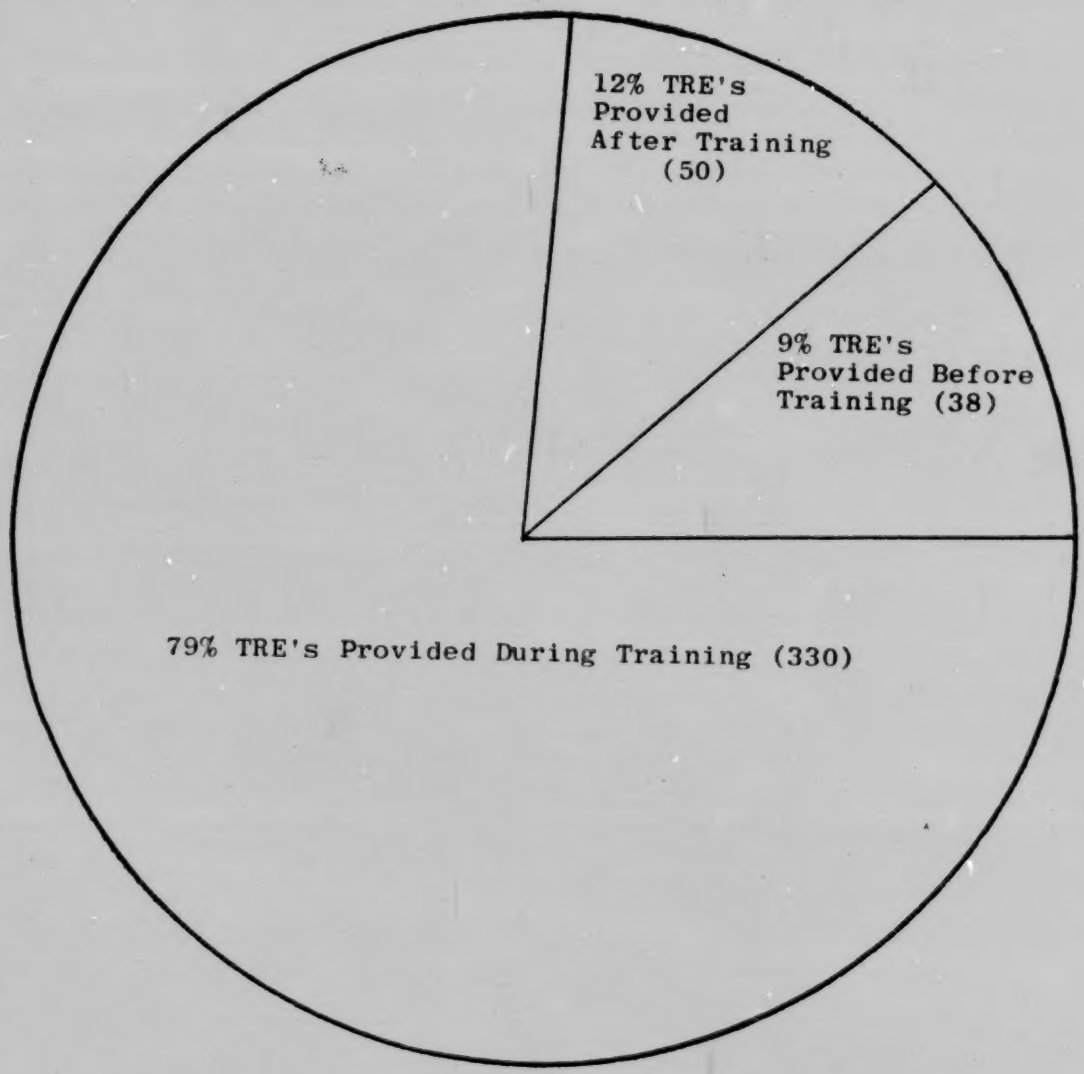


FIGURE 2

The E&D Special Work Program:
The Timing of Training Related Expense Items and Services

(December 1970-June 1973)



SECTION IV

TYPES AND APPLICATION OF THE TRE

TRE's were used in a great variety of ways by the E&D Staff. Any problem that arose which could be eliminated by the expenditure of money was considered. The following case history illustrates graphically the innovative techniques used by the staff to integrate services and resources and the role played by TRE's.

A. A Case History

"Why I need six pair (12) sheets
and pillow cases by July 30, 1971"

The above statement by an E&D Coach seems like a very unusual request. However, the ensuing case histories concerning TRE's for two couples, Mr. and Mrs. A and Mr. and Mrs. B will bear out its justification. While on the surface it seems a long way from a "Training Related Expense", it actually was essential if the four clients were to continue their participation in the program.

Mr. and Mrs. A were a married couple with five children. Mr. A had been unemployed for 12 months and the couple was receiving welfare assistance in the amount of $371.00 per month. E&D Staff located the couple in SWP slots at a large State Hospital, 35 miles from their home. Since uniforms were required for the job, a TRE for $38.50 was used to fill this need. Although Mr. A had lost his drivers license, the couple did own a car and Mrs. A drove them back and forth from work. Their children were aged 1½, 3, 5, 6 and 8 and the A's major problem, therefore, was child care. The main difficulty was that their work shift began at 6:00 a.m. which meant getting the children up and ready to drop off early enough to drive the 35 miles to work. Another problem was locating day care facilities that would accept children at that early hour since most would not receive children before 7 a.m.

Mr. and Mrs. B were the parents of two children and living with them were three sons by a previous marriage of Mr. B's. Mr. B was unemployed and had applied for welfare; approval was pending at the time of enrollment. The B's were placed in slots at the same State Hospital as the A's. Mr. B had a car but could not renew his expired license until his back poll taxes were paid (a state law then, since repealed). A TRE for $17.05 took care of this and he and his wife were able to start work. Later during training, his car required tires which were also paid for by a TRE for $38.22. Like the A's, child care problems plagued the B's as well. The three boys from Mr. B's previous marriage were a

serious problem. They were disruptive and their behavior had caused a severe strain on the B's marriage. The Coach felt that the B's would leave the program unless help in this area could be found.

The Coach arrived at a solution which removed these barriers to employment with a TRE again playing a part. The A's two youngest were located with neighbors and the Coach secured the agreement of the director of a day care facility, located in another town, to take the oldest three overnight from Sunday to Friday. She also arranged for the B's boys to be accommodated on the same basis. The day care director also agreed to provide some counseling and therapy for the boys. Here arose the problems of the sheets and pillow cases. The day care center could not supply them and neither the A's nor the B's had any or money to buy them. A TRE for $38.60 was submitted and approved and the problem was solved. It is fair to say that if a TRE with flexible approval criteria had not been available to the Coach as a resource, the A's and B's would not have been able to continue in the program. A check of client records shows that 180 days after the completion of the program all four clients were permanently employed by the training employer. None were receiving welfare assistance at that time.

B. Variety of TRE's

As has been said, TRE's were written for a wide variety of reasons, however it is possible to break them down into categories.

TABLE 1

TRE's by Categories

	No.	%	$
TRE's for Clothing	157	38	3,504.63
TRE's for Transportation	189	45	7,554.70
TRE's for Other Expenses	72	17	1,814.82
Total	307	100%	12,874.15

TABLE 1 reflects the breakdown for the total operational months of the Project (December 1, 1970 through June 30, 1973). These TRE's were received by 241 clients.

1. In the clothing category, purchases were made for several purposes. In many cases, the work slot selected required uniforms for employees while in others special shoes had to be worn. TRE's were also used to purchase clothing for appearance purposes since

many clients had none suitable to the work environment of the slot (teacher aids, clerical staff, etc.).

2. Use of TRE's in the transportation field is covered in detail in a monograph in this series on transportation problems.[1] Briefly they were used for car repairs, equipment, taxi fare and special items such as driving lessons, etc.

3. TRE's for all other items varied widely and were as diverse as the clients themselves. The E&D Staff was eager to help clients with the resources available. The only real limit was that the problem had to be solvable by the expenditure of money. Space does not permit a full listing of all TRE expenditures but the following items are a comprehensive representation:

Dental Work	$177.00
Typewriter Rental	45.00
Moving Expenses	30.00
Teacher Aid Certification	10.00
Newspaper Ad	7.50
Eye Exam	39.00
Plumbers Tools	82.00
College Application	4.00
Telephone Installation	12.00
Housekeeper	30.00
Weight Watchers Course	23.50
Tooth Extraction (all)	175.00
Psychologist Visits	100.00
Foundation Garment	14.00
Poll Tax	17.00
Car Rental (for drivers test)	14.00
Hairdo	12.00

[1] Transportation as a Factor in the Delivery of Rural Manpower Services In Public Service Employment: The Vermont Experience. Department of Employment Security publication, Montpelier, Vermont, October, 1973.

SECTION V

PROCEDURES AND POLICIES

A. Introduction

To insure the effectiveness of Training Related Expenses, it was required of all concerned to follow certain procedures and policies. These were the result of several essential considerations which will be discussed in this section. It is necessary, therefore, to examine not only the goals of the procedures and policies, but also how they were established. We can then analyze their efficiency and how realistic they actually were.

B. Procedural Goals

Policies and operational guidelines were essential so that the local office staff would understand the role of the Training Related Expense component. The staff had to know how to proceed when purchasing TRE goods or services for Special Work trainees when the need arose. They had to be aware that any transaction concerning a TRE would be fully recorded and therefore become part of the Project documentation essential for both on-going operational control and analysis.

The operational guidelines were also necessary because any expenses, in this case TRE's, had to adhere to the established fiscal policy of the Department of Finance of the State of Vermont. For the sake of conformity, the Fiscal Section of the Department of Employment Security (DES) acted as controller of all E&D expenditures by constantly monitoring these allocated project funds.

To achieve these goals, it was necessary for the E&D Central Office Staff to consult with the local office staff in arranging procedures adopted. In so doing, not only did the previously established criteria have to be met, but the procedure also needed to be simple enough to insure expeditious processing and delivering of TRE needs. A more detailed discussion of the procedures is found in the ensuing parts of this section.

C. Types of Training Related Expenses Authorized

Arriving at a definitive list of what constituted an authorized Training Related Expense was deemed unrealistic. As we have stated, there was no arbitrary prohibition of how TRE funds should be spent. Instead, it was decided that each request should be judged on its own merit and each new need be considered in relation to its individual relevance to the training that the enrollee

was to enter or to the training in which the enrollee had already embarked. To assure the greatest effectiveness of TRE requests, all needs and services, including materials, had to be given fair consideration. It may be readily observed that budget limitations preclude purchase of items or services falling beyond the amount allotted for each slot. In the case of this Project the amount was $500.00

D. Securing Training Related Funds

In most instances the first person to learn of an enrollee problem was either the Coach or the Counselor. It was always necessary for the staff member to use discretion so that a completely absurd or beyond the slot allowance request would be avoided, i.e. client would rather take a taxi than private or public transportation to work because it was more convenient. It was extremely important to make the client aware of his role in TRE procedures. Under no circumstances was he permitted to handle any transaction -- this included securing estimates, contracting for goods or services or purchasing necessary items. Once the Coach was satisfied that the request was legitimate, a request form (Training Related Expense Form) was submitted to the local office Manager for his approval (see FIGURE 3). (On occasion, the form was used to cover expenses for more than one trainee. In such instances, the Central Office must be furnished with a precise breakdown showing the cost per purchase to be spent for each trainee.)

FIGURE 3

TRE-E&D

Request for Approval of Training
Related Expenses

FROM: Local Office Unit, _____(Location)_____ Date_____
TO: Central Office, Montpelier
E.S. LOCAL OFFICE MANAGER: Check and sign your name after the appropriate statement below.

The following items and/or services costing less than $19.99 have been purchased as essential training related needs for the trainee(s) listed below. An itemized bill for each trainee is attached hereto. ___(Manager's Signature)___

The following items and/or services costing more than $19.99 are recommended as essential training related needs for the trainee(s) listed below. I shall await Central Office approval before purchasing them. ___(Manager's Signature)___

Because of a very urgent need, the following items and/or services costing less than $19.99 have been purchased and paid for as essential training related needs by _____(Name)_____, _____(Title)_____, who will claim reimbursement on Form DA-F-6A "Expense Account" submittal. Form TRE-E&D is submitted to record this transaction for statistical purposes. ___(Manager's Signature)___

TRAINEE'S NAME	DESCRIPTION AND QUANTITY OF ITEM (S)	COST PER ITEM (S)	TOTAL COST

___(Subcontractor)___ ___(Subcontract Number)___ $ (Grand Total)___

JUSTIFICATION OF NEED FOR PURCHASE (S):_____

_____

ATTACHMENTS: (Bills, Estimates; must bear Local Office Manager's signature to show his approval.) _____

Distribution: (a) Original and two copies of this form to the D.E.S. Central Office, "attention E&D"
(b) One copy for Local Office File.

THE STATEMENT BELOW IS TO BE COMPLETED BY CENTRAL OFFICE ONLY

The above request for expenditure of training related funds in the amount of _____ is approved/disapproved. If approved, please make purchase described above and return this form with the bill as described in the distribution above.

Date_____ Signed, Director, Employment Service_____

E. Local Office Spending Limit

The above stated initial procedure holds true for both local spending limit and allowance per slot. Should the TRE needed amount to less than $20.00, the local office Manager, Manpower Specialist, Counselor or Coach was responsible for telephoning or personally contacting a local retailer who provided the necessary goods or services. The cost of the purchase was charged to the State of Vermont Department of Employment Security. When the bill was received, it was sent to the local office where the Manager added the following information to it:

1. Subcontractor's name
2. Subcontractor's number
3. Trainee's name
4. The notation by the local office Manager: "I approve this bill for payment; described merchandise has been received."

_____
E.S. Manager

_____
Date

Retailers did not submit bills directly to the Central Office; instead they were sent to the local office where the Manager submitted this, plus one original and three copies of the TRE form to the Director of Employment Service.

Situations did arise which demanded immediate purchase of goods or services and the amount could not be charged. If the cost was less than $20.00 the E.S. local office Manager, Manpower Specialist, Coach or Counselor could use his own money. In such cases a receipt had to be collected and submitted as an additional expense on the regular DES expense account form along with the above information. Again, the original and three copies of the TRE form, which had been approved and signed by the local office Manager, were sent to the Director of E.S.

The advantage of this procedure is evident; little time was wasted on paperwork prior to allotting the sum, and the client was given the benefit of entering or continuing his training. A situation which might be considered a barrier to him otherwise, was remedied with the least amount of confusion and usually taken care of within a day.

The question of how the $20.00 or less was reached as a cut - off point might be asked. In many cases the enrollee (potential enrollee) needed basic items i.e. shoes, uniform or a medical exam immediately. The E.S. Director, in conjunction with the fiscal office, decided that since these items usually fell short

of a certain sum, (in this case $20.00) they could be obtained more rapidly if the local office handled the matter.

F. Central Office Spending Limit

The procedure for goods and services exceeding the $20.00 limit, although handled efficiently, was somewhat lengthier and occasionally more time consuming (three or four days). The E.S. local office Manager was required to submit the TRE form and three copies to the E.S. Director, requesting approval for the expenditure. No transaction of goods or services was possible until this approval was received by the local office Manager. As soon as an approved and signed copy of the TRE form was returned to the local office, the Manager was able to purchase, or delegate a staff member to purchase the necessary training related item or service. After this transaction, the local office Manager resubmitted a copy of the approved TRE form to the Central Office with the attached bill endorsed in the following way:

1. Subcontractor's name
2. Subcontractor's number
3. Trainee's name
4. The notation by the local office Manager: "I approve this bill for payment; described merchandise has been received."

_____
E.S. Manager

_____
Date

As stated earlier, every request was given careful consideration, but certain limits did have to be set. The obvious one was the $500.00 per slot limit. This was considered realistic and fair because most training related expenses could be taken care of within that limit. It must be taken into account that all clients had possible financial barriers and a limit was set in order to meet the needs of the largest possible number of participants.

Purchasing of vehicles, furniture or office supplies was not permitted, although rental of such items was considered. Items or services such as hearing aids, eyeglasses or dental corrections were approved if cooperating agencies could not meet these needs.

G. Automobile Repairs

A separate heading is merited here since requests for these were handled somewhat differently. If repairs cost more than $20.00, at least two itemized estimates for parts and labor had to be attached to the TRE form and sent to the Central Office for

approval, with a breakdown of the hourly labor charge. These estimates had to be submitted on a reputable repair facility's letterhead or billhead and were to be marked "Estimate" to differentiate them from bills. Only the original of the estimate was sent with three copies of the TRE form to the Central Office after the local office had secured an extra copy for its own files. If the final bill amounted to more than the estimate, any amount in excess of ten percent was not reimbursed. All other procedures for such a transaction were the same as previously stated.

One other facet of vehicle related repairs is the purchase of automobile tires or batteries. These had to be purchased from vendors with whom the State of Vermont had negotiated blanket contracts. The TRE request in such instances was submitted with delivery instructions to the E&D Central Office where the actual order was placed.

H. Requests Not Approved

Occasional decisions were made disapproving a TRE request. In most cases the request could not be considered a training related expense i.e. home mortgage money so a car payment could be made;* extensive car repair far exceeding the car's value; gas, oil and normal operating maintenance costs; tools to set up private business; rent. Such items would have had to be taken care of regardless whether the client was in training or not. Refusing payments for these requests was a means of safeguarding the Project itself as well as the other trainees from those taking undue advantage of a generous plan.

I. Client or Administration Oriented Procedures

The policies and procedures adopted for Training Related Expenses requests have, aside from the necessary recording of information and waiting for approval, been centered around the clients involved. In illustration of this, cases arose where quick approval of request was necessary if the client was to continue in training. These "emergencies" (car broke down and must be towed to repair shop; bill for towing $40.00) were handled per telephone approval and later backed up by paperwork. The objective in all cases was to see a client through his training with the least amount of confusion. Thus the general feeling is that although clients were of foremost concern, TRE procedures achieved a satisfactory balance between the clients needs and administrative requirements.

*An individual needed his car for transportation to the training site, but could not meet a payment on it. Since car payments were not covered by TRE's, he requested money for a home mortgage payment hoping to use the money saved for a car payment.

SECTION VI

ANALYSIS OF THE TRE'S: THE CLIENTS AND THE EXPENSES

This section analyzes the use of the Training Related Expense monies in the E&D Project by asking three questions:

A. What were the characteristics of clients who requested and were granted Training Related Expense funds?

B. What relation, if any, was there between a client's being granted Training Related Expense funds and his ultimate success or failure in the program?

C. What kinds of goods and services did the Training Related Expense monies provide to the clients?

The answers to these questions are statistically based on the available data. While there are no certainties, the results are intriguing and suggestive.

A. Who Were the TRE Clients?

A total of 652 clients received work training in the form of subsidized employment in the E&D Project. All of these clients were eligible to receive Training Related Expense money if a genuine need arose. Two hundred and forty-one or 36% of the clients received these monies; 411 or 64% did not. For purposes of simplicity, those receiving Training Related Expenses will be referred to as TRE's; those who did not will be termed non-TRE's. Each group is a subpopulation of the larger population of SWP clients. These subpopulations are large enough to make statistically meaningful comparisons.

Who were the TRE's? An answer to this question can be attempted by a careful review of the demographic data taken from each client upon entry into the program. Few of the demographic differences between the TRE's and non-TRE's are dramatic, but, when taken altogether, these differences make up a significant pattern.

The TRE's tended more than non-TRE's to be women (64% vs. 60%). The corresponding percentages for men were 36% and 40%. These figures do not vary widely from those of the SWP population as a whole, where 61% of the clients were female and 39% were male.

1. Age of Clients

In terms of age, the TRE's showed a slight tendency to "bulge" in the 26 to 45 year-old category (63% for the TRE's, 58% for the non-TRE's). The non-TRE's, on the other hand, were slightly more numerous in both the below-25 and over-45 categories. Women TRE's were distributed over the various age categories in almost the same proportions as the women non-TRE's. Among the males, however, there were two sizeable differences. There were far fewer TRE males in the over-45 group (2% vs. 12%) while there were significantly more in the 36-45 year-old group (34% vs. 22%). (See TABLE 2 for a complete breakdown of all clients by age category.)

TABLE 2

TRE and Non-TRE Clients by Age Group

AGE IN YEARS	TRE		NON-TRE	
MALES	No.	%	No.	%
16-25	22	25	48	29
26-35	34	39	61	37
36-45	30	34	37	22
46-55	2	2	14	8
56 and over	0	0	6	4
TOTAL	88	100	166	100
FEMALE				
16-25	54	35	88	36
26-35	57	38	85	35
36-45	31	20	54	22
46-55	11	7	14	6
56 and over	0	0	4	1
TOTAL	153	100	245	100
ALL CLIENTS				
16-25	76	32	136	33
26-35	91	38	146	36
36-45	61	25	91	22
46-55	13	5	28	7
56 and over	0	0	10	2
TOTAL	241	100	411	100

2. Marital Status

There were sharp differences between the two subpopulations in marital status (see TABLE 3): the TRE's tended to be married, widowed or single: the non-TRE's tended to be either married or

separated (12%), or widowed (2%). Only a third of the TRE's were married while nearly a fourth were widowed (23%) and another fourth were single (24%). The divorced percentage for the TRE's was less than half that of the non-TRE's (12% vs. 26%). The marital status of the male TRE's was within a few percentage points of the male non-TRE's in each category. But among the females the differences stood out with special clarity. The women TRE's were three times as likely to be single (36% vs. 12%), and twelve times as likely to be widowed (36% vs. 23%). Only three TRE women were married while 75 of the non-TRE women were.

TABLE 3

TRE and Non-TRE Clients by Marital Status

MARITAL STATUS	TRE		NON-TRE	
	No.	%	No.	%
MALES				
Single	2	2	10	6
Separated	3	3	12	7
Divorced	5	6	14	9
Widowed	0	0	0	0
Married	78	89	130	78
TOTAL	88	100	166	100
FEMALES				
Single	55	36	30	12
Separated	15	10	40	16
Divorced	24	16	93	38
Widowed	56	36	7	3
Married	3	2	75	31
TOTAL	153	100	245	100
ALL CLIENTS				
Single	57	24	40	10
Separated	18	8	52	12
Divorced	29	12	107	26
Widowed	56	23	7	2
Married	81	33	205	50
TOTAL	241	100	411	100

3. Educational Background

The TRE's did not have quite as strong an educational background as the non-TRE's. They averaged 10.6 years of education while the non-TRE's averaged 11.2 years. In both groups the males averaged approximately one year less of education than the females (see TABLE 4).

TABLE 4

Average Years of Education

	TRE	NON-TRE
Males	9.9	10.6
Females	10.9	11.6
All Clients	10.6	11.2

While the TRE's were more likely than the non-TRE's to have 9-12 years of education (74% vs. 66%), they were only a third as likely to have had some post-secondary education (6% vs. 17%). This general pattern -- the TRE's tending more to stop their education either during or at the end of high school, the non - TRE's tending more to have had some college-level study -- was true of both males and the females in each group (see TABLE 5).

TABLE 5

TRE and Non-TRE Clients by Years of Education

	TRE		NON-TRE	
YEARS OF EDUCATION	No.	%	No.	%
Male				
0-6	3	3	8	5
7-8	25	28	40	24
9-12	54	62	90	54
13 & over	6	7	28	17
TOTAL	88	100	166	100
Female				
0-6	4	3	0	0
7-8	16	10	24	10
9-12	125	82	181	74
13 & over	8	5	40	16
TOTAL	153	100	245	100
Total Clients				
0-6	7	3	8	2
7-8	41	17	64	15
9-12	179	74	271	66
13 & over	14	6	68	17
TOTAL	241	100	411	100

4. Handicapped Status

Approximately one-fourth of the clients in each subpopulation were handicapped. There was an interesting breakdown along male-female lines. Only 15% of the women in each group were

handicapped while 37-41% of the men were. Among the male TRE's, a slightly higher percentage were handicapped than among the male non-TRE's (see TABLE 6).

TABLE 6

TRE and Non-TRE Clients by Handicapped Status

HANDICAPPED	TRE		NON-TRE	
	No.	%	No.	%
Males				
Yes	36	41	61	37
No	52	59	105	63
Females				
Yes	23	15	37	15
No	130	85	208	85
All Clients				
Yes	59	25	98	24
No	182	75	313	76

5. Disadvantaged Status

All clients were judged upon entry into the program if they actually were disadvantaged. A client was considered to be in this category if he was poor (as defined by the current poverty guidelines) and either a) younger than 22, b) older than 45, c) a member of a minority group, d) a school drop-out,or e) handicapped. More of the TRE's were judged disadvantaged than the non-TRE's as TABLE 7 indicates, (approximately 70% vs. approximately 60%). Correspondingly, the male TRE's were more likely to be disadvantaged than the male non-TRE's (80% vs. 72%); the same held true of the female TRE's (65% vs. 54%) (see TABLE 7).

TABLE 7

TRE and Non-TRE Clients by Disadvantaged Status

DISADVANTAGED	TRE		NON-TRE	
	No.	%	No.	%
Males				
Yes	70	80	119	72
No	18	20	47	28
Females				
Yes	99	65	131	54
No	54	35	114	46
All Clients				
Yes	169	70	250	61
No	72	30	161	39

6. Family Background

Overall, about 80% of the clients in each group were heads of households (see TABLE 8).

TABLE 8

TRE and Non-TRE Clients as Heads of Households

HEAD OF HOUSEHOLD	TRE		NON-TRE	
	No.	%	No.	%
Male				
Yes	88	100	162	98
No	0	0	4	2
Female				
Yes	104	68	165	67
No	49	32	80	33
All Clients				
Yes	192	80	327	80
No	49	20	84	20

The TRE's showed a definite tendency to have larger families. While more non-TRE's had either no children or one child (43% vs. 33%), more TRE's had two children (25% vs. 20%), three children (14% vs. 11%), and five or more children (20% vs. 14%). When the two subpopulations are broken down into male and female groupings, the foregoing observations still apply, although the actual percentages vary. For a complete breakdown of the clients by number of children, see TABLE 9.

TABLE 9

TRE and Non-TRE Clients by Number of Children

NUMBER OF CHILDREN	TRE		NON-TRE	
	No.	%	No.	%
MALE CLIENTS				
0	1	1	12	7
1	27	31	58	35
2	20	23	30	18
3	11	12	16	10
4	7	8	20	12
5+	22	25	30	18
TOTAL	88	100	166	100
FEMALE CLIENTS				
0	6	4	7	3
1	45	30	99	40
2	41	26	53	22
3	23	15	30	12
4	11	7	29	12
5+	27	18	27	11
TOTAL	153	100	245	100
ALL CLIENTS				
0	7	3	19	5
1	72	30	157	38
2	61	25	83	20
3	34	14	46	11
4	18	8	49	12
5+	49	20	57	14
TOTAL	241	100	411	100

7. Work Histories and Wages Earned

A comparison of the work histories of the TRE's with those of the non-TRE's yields a somewhat contradictory but interesting picture. Sporadic employment is usually a condition for those at or near the poverty level, especially in a rural economy like Vermont's. Certain types of the employment available in the countryside, i.e. logging, farm labor, construction, in some instances will not support a family throughout a full year. As a rough measure of the amount of sporadic employment in the work histories of the E&D clients, they were asked upon entering the Project to list the number of years during which they had worked six months or less. Forty-four percent of the TRE's had been engaged in two or more years of such employment, while only 36% of the non-TRE's were in the same category. The figures for zero or one year of sporadic employment for TRE's show 55%, for non-TRE's this was 60%. Both male and female TRE's showed this comparative tendency to sporadic employment but it was particularly strong among the males (see TABLE 10).

TABLE 10

TRE and Non-TRE Clients by Years During Which Client Worked Six Months or Less

YEARS DURING WHICH CLIENT WORKED SIX MONTHS OR LESS	TRE		NON-TRE	
	No.	%	No.	%
MALES				
none	17	19.3	42	25.3
1	24	27.3	40	24.1
2-5	41	46.6	48	28.9
6-9	3	3.4	7	4.2
10+	2	2.3	18	10.9
INA*	1	1.1	11	6.6
TOTAL	88	100.0	166	100.0
FEMALES				
none	35	22.8	62	25.3
1	57	37.3	105	42.9
2-5	54	35.3	71	29.0
6-9	4	2.6	3	1.2
10+	2	1.3	1	.4
INA	1	.7	3	1.2
TOTAL	153	100.0	245	100.0
ALL CLIENTS				
none	52	21.6	104	25.3
1	81	33.6	145	35.3
2-5	95	39.4	119	29.0
6-9	7	2.9	10	2.4
10+	4	1.7	19	4.6
INA	2	.8	14	3.4
TOTAL	241	100.0	411	100.0

*INA = information not available

The TRE's had not found work to be quite as economically rewarding as had the non-TRE's. All entering clients were asked to list the highest hourly wage previously earned. For the TRE's these highest wages averaged $2.36 per hour as opposed to $2.42 for the non-TRE's. Predictably the average highest wage for the males in each subpopulation was 50% larger than the same figure for the females. The TRE females actually had a slightly larger average highest wage, $1.97 vs. $1.93, while the male TRE's lagged behind the male non-TRE's $3.02 to $3.15 (see TABLE 11). This table shows a distribution of all of the E&D clients, TRE and non-TRE, over a range of highest wages earned.

TABLE 11

TRE and Non-TRE Clients by Highest Hourly Wage Earned

HIGHEST HOURLY WAGE EARNED	TRE		NON-TRE	
	No.	%	No.	%
MALES				
none	0	0	3	1.8
.01- .99	0	0	0	0
1.00-1.49	0	0	2	1.2
1.50-1.99	6	6.8	12	7.2
2.00-2.49	27	30.7	38	22.9
2.50-2.99	21	23.9	26	15.7
3.00 + over	33	37.5	82	49.4
INA*	1	1.1	3	1.8
TOTAL	88	100.0	166	100.0
FEMALES				
none	7	4.5	7	2.9
.01- .99	3	2.0	2	.8
1.00-1.49	9	5.9	26	10.6
1.50-1.99	69	45.0	94	38.4
2.00-2.49	40	26.2	77	31.4
2.50-2.99	16	10.5	23	9.4
3.00 + over	8	5.2	12	4.9
INA	1	.7	4	1.6
TOTAL	153	100.0	245	100.0
ALL CLIENTS				
none	7	2.9	10	2.4
.01- .99	3	1.3	2	.5
1.00-1.49	9	3.7	28	6.8
1.50-1.99	75	31.1	106	25.8
2.00-2.49	67	27.8	115	28.0
2.50-2.99	37	15.4	49	11.9
3.00 + over	41	17.0	94	22.9
INA	2	.8	7	1.7
TOTAL	241	100.0	411	100.0

*INA=information not available

The TRE's lagged behind the non-TRE's in both individual client income and in family income during the year preceding training. The male TRE's averaged $1888 during the previous year while the male non-TRE's averaged $1992. The female TRE's also lagged behind, although at a much lower level, $611 vs. $767. For both sexes, the average income of the TRE's was $1077 while that of the non-TRE's was $1260. In overall family income, the TRE's again fell approximately $100 short of the non-TRE's, $1887 to $1996. The family income of the female TRE's, at $1711, still lagged behind that of the female non-TRE's, but was much

larger than the individual client income of $611. We see here then, a reflection of the fact that the female is often not the principal breadwinner (see TABLE 12).

TABLE 12

TRE and Non-TRE Clients by Average Client Income and Average Family Income During the Year Preceeding Work Training

	TRE	NON-TRE
Average Client Income		
Males	$1888	$1992
Females	611	767
All Clients	1077	1260
Average Family Income		
Males	2193	2288
Females	1711	1799
All Clients	1887	1996

There seemed to be no great difference between the two subpopulations in unemployment preceeding work training. Eighty-five percent of the TRE's were unemployed at entry into the Project as opposed to 90% of the non-TRE's.* That difference is accounted for by the slightly greater tendency of the TRE's to be either underemployed or not in the labor force. Predictably, the highest unemployment percentages were among the males of both subpopulations, while the females accounted for most of those who were not in the labor force (see TABLE 13).

*Some clients were in terminating or temporary jobs and some not into labor force and are, therefore, not categorized as unemployed.

TABLE 13

TRE and Non-TRE Clients by Employment Status at Entry Into Work Training

EMPLOYMENT STATUS (upon entering E&D Project)	TRE		NON-TRE	
	No.	%	No.	%
MALES				
employed	3*	3.4	2*	1.2
underemployed	0	0	1	.6
unemployed	85	96.6	157	94.6
not in labor force	0	0	6	3.6
TOTAL	88	100.0	166	100.0
FEMALES				
employed	4*	2.6	4*	1.6
underemployed	8	5.2	8	3.3
unemployed	119	77.8	208	84.9
not in labor force	22	14.4	25	10.2
TOTAL	153	100.0	245	100.0
ALL CLIENTS				
employed	7*	2.9	6*	1.5
underemployed	8	3.3	9	2.2
unemployed	204	84.7	365	88.8
not in labor force	22	9.1	31	7.5
TOTAL	241	100.0	411	100.0

*Thirteen clients shown as employed prior to SWP enrollment were either terminating or in temporary employment.

The number of weeks unemployed in the year preceding entry into the Project average approximately 32 for both TRE's and non-TRE's. Within each group the women had been unemployed longer than the men (approximately 36 weeks to approximately 27 weeks), but there was again no real discrepancy between the TRE's and the non-TRE's (see TABLE 14).

TABLE 14

Average Number of Weeks Unemployed During 12 Months Preceeding Entry Into Work Training

Average Number of Weeks Unemployed Last 12 Months (excludes those not in labor force)	TRE	NON-TRE
Males	26.5	27.0
Females	35.9	35.7
All Clients	32.1	32.2

8. Welfare Status

Upon entry into the Project the clients were asked for their welfare status. Were they receiving any form of assistance? If so, under what program? If they were receiving payments through Aid to Needy Families with Children (ANFC) program, the most common form of welfare, they were to indicate the size of their monthly grant. They were also to indicate how long they had been receiving ANFC. More TRE's were receiving some form of welfare payment than were the non-TRE's (73% vs. 62%). The two most common forms of assistance were ANFC and General Assistance or GA. The TRE's had a greater tendency to receive ANFC (60% vs. 54%), and especially GA (27% vs. 12%). The males in each subpopulation showed the same tendency to receive ANFC (approximately 44%), but the TRE males were more than twice as likely to require GA (26% vs. 13%). Correspondingly, more of the TRE females were on ANFC (69% vs. 60%) and GA (17% vs. 11%). See TABLE 15 for an elaboration of these figures.

TABLE 15

TRE and Non-TRE by Type of Welfare Received

WELFARE RECEIVED	TRE		NON-TRE	
	No.	%	No.	%
MALES				
ANFC	34	38.6	65	39.2
GA	18	20.5	15	9.0
ANFC & GA	4	4.6	6	3.6
ANFC & other than GA	0	0	3	1.8
GA & other than ANFC	1	1.1	0	0
none	30	34.1	77	46.4
Food Stamps	1	1.1	0	0
TOTAL	88	100.0	166	100.0
FEMALES				
ANFC	91	59.5	137	56.0
GA	10	6.5	17	6.8
ANFC & GA	15	9.8	10	4.1
ANFC & other than GA	0	0	0	0
GA & other than ANFC	1	.7	0	0
none	36	23.5	80	32.7
Food Stamps	0	0	1	.4
TOTAL	153	100.0	245	100.0
ALL CLIENTS				
ANFC	125	51.9	202	49.2
GA	28	11.6	32	7.8
ANFC & GA	19	7.9	16	3.8
ANFC & other than GA	0	0	3	.7
GA & other than ANFC	2	.8	0	0
none	66	27.4	157	38.2
Food Stamps	1	.4	1	.3
TOTAL	241	100.0	411	100.0

Among the ANFC recipients in both groups, the TRE's tended to have a longer history on the welfare rolls while the TRE's and the non-TRE's tended to be receiving about the same size monthly payment. The TRE's had been receiving ANFC an average of 21.2 months while the corresponding figure for the non-TRE's was only 16.5 months (see TABLE 16).

TABLE 16

Average Months On ANFC

Average Months On ANFC*	TRE	NON-TRE
Males	8.2	8.07
Females	25.9	20.7
All Clients	21.2	16.5

*Includes only those clients receiving ANFC at entry into work training.

The males in both groups showed little difference, averaging a little over eight months. But, the female TRE's averaged 26 months compared with 21 months for the female non-TRE's. TABLE 17 shows a distribution of all clients in both groups over a range of months of ANFC dependency. The average ANFC payment to TRE's was $260, which is about the same as the average payment to non-TRE's of $263. Predictably, the payment to the male TRE's ($308) is scarcely different from that to the male non-TRE's ($309). For the females in the two groups the difference in payment is also small, only three dollars per month (see TABLE 18).

TABLE 17

TRE and Non-TRE Clients by Number of Months On ANFC

MONTHS ON ANFC	TRE		NON-TRE	
	No.	%	No.	%
Males				
0	50	57	91	55
1-3	21	24	40	24
4-6	3	3	12	7
7-12	6	7	7	4
13-24	6	7	9	6
25-59	1	1	7	4
60+	1	1	0	0
TOTAL	88	100	166	100
Females				
0	47	31	98	40
1-3	19	12	21	9
4-6	18	12	16	6
7-12	17	11	36	15
13-24	20	13	32	13
25-59	21	14	31	13
60+	11	7	11	4
TOTAL	153	100	245	100
All Clients				
0	97	40	189	46
1-3	40	16	61	15
4-6	21	9	28	7
7-12	23	10	43	10
13-24	26	11	41	10
25-59	22	9	38	9
60+	12	5	11	3
TOTAL	241	100	411	100

TABLE 18

Average ANFC Payment at Entry Into Work Training

	TRE			NON-TRE		
	No.	%	Amt.	No.	%	Amt.
Males	38	43	308	74	45	309
Females	106	69	243	147	60	240
All Clients	144	60	260	221	54	263

Who were the TRE's? In some ways they were hardly dissimilar from the non-TRE's. They were no more or less handicapped than the other group, they had approximately the same tendency to be the head of their households, they had almost the same tendency

to be unemployed on entry into the Project, and their ANFC payment, if any, was about the same.

Of course, the TRE's were not wholly different from the non - TRE's. The two groups were, after all, subpopulations of the same overall client population, all participating in the same work training program. What does separate the TRE's from the rest of the clients is what might be called a "relative unemployability". There are a number of differences between the TRE's and the non - TRE's, each one of which amounts to a slightly higher barrier to employability for the TRE's as a group. They average about a half year less of formal education. This difference, slight in itself, becomes significant when seen as part of this "relative unemployability". Other differences fit easily into this pattern: the TRE's are more likely to be women; they are more likely to be widows, and less likely to be married. Women and especially widows (who are often untrained) still compete at a disadvantage in our economy; marriage still provides a social stability which aids the employability of many people. The TRE's are more disadvantaged and they carry the extra burdens and distractions of slightly larger families. Their work histories appear to have been less happy: more sporadic employment and generally lower wages. Certainly, their own income and that of their family was lower in the year preceding entry into the Project than that of the non-TRE. The TRE's show a greater dependence on welfare such as ANFC and especially GA. Those on the ANFC rolls have usually been there longer than their non-TRE counterparts. To repeat, no single difference between the two subpopulations is dramatic. But taken altogether, the differences form a pattern of relative unemployability among the TRE's as compared with the non-TRE's.

B. Did the TRE's Succeed?

The ultimate payoff in any manpower program like the Vermont E&D Project lies in the number of clients who are helped in some way. If the success is to be measured, then the help must also be measured. The two obviously measurable ways of helping E&D clients, while at the same time serving the public interest, were 1) to facilitate their transition from dependency through subsidized work training to nonsubsidized participation in the economic mainstream, and 2) to reduce their welfare dependency, if any. The second goal, of course, is a corrollary of the first. In practice it was the goal of the Project to get a client into a job, to keep him there, and to reduce his welfare -- all of this without sacrificing either legitimate client interest or the public interest.

Were the TRE's more successful than the non-TRE's? The answer must be a qualified "yes". They had a higher training - completion rate, a higher placement rate, a correspondingly lower drop-out rate, and a greater reduction in welfare dependency. However, they also required considerably more work training.

On the whole, the TRE's did better upon leaving the E&D Project than the non-TRE's. Sixty-four percent of them actually completed their training while only 60% of the non-TRE's completed theirs. Of course, it is all too possible for a client to complete training and then not find a job. This happened to 16% of the non-TRE's but to only 11% of the TRE's. Instead, the TRE's showed a greater tendency to achieve the primary Project goal of nonsubsidized employment. Fifty-three percent of them left the Project with jobs in hand, as opposed to only 43% of the non-TRE's. Obviously, fewer of the TRE's terminated their training while in progress. Some of those who terminated did so "with good cause", such as relocating out of the state, illness, etc. In other words, they left training without bias. The termination "with good cause" for both TRE's and non-TRE's was almost 15%; apparently "termination with good cause" is a standard factor which applies across the board. There were also those who "terminated without good cause". Generally these clients either failed themselves or they were failed by the Project. In any event, the real failures of the Project would be found within this group. Here again, the TRE's did better in that only 16% of them "terminated without good cause", while 22% of the non-TRE's did so. TABLE 19 shows a breakdown of all the clients in terms of their status upon leaving the Project.

TABLE 19

TRE and Non-TRE Clients by Status Upon Leaving the Project

	TRE		NON-TRE	
	No.	%	No.	%
COMPLETED TRAINING, NOT PLACED				
Males	6	7	19	11
Females	21	14	48	20
All Clients	27	11	67	16
COMPLETED TRAINING, IN FURTHER TRAINING				
Males	4	5	5	3
Females	8	5	11	4
All Clients	12	5	16	4
TERMINATED TRAINING WITH GOOD CAUSE				
Males	6	7	11	7
Females	30	20	51	21
All Clients	36	15	62	15
TERMINATED TRAINING WITHOUT GOOD CAUSE				
Males	24	27	58	35
Females	15	10	31	13
All Clients	39	16	89	22
TERMINATED TRAINING, PLACED IN JOB				
Males	48	54	73	44
Females	79	51	104	42
All Clients	127	53	177	43

In terms of a reduction in welfare dependency, again there is evidence that the TRE's did better than the non-TRE's, though the information is somewhat fragmentary and must be handled with the appropriate qualifications. Unfortunately the staff in the local offices only had the resources to do consistent follow - through check-ups on those clients who successfully completed training and were placed in jobs. These clients were, with few exceptions, contacted 30, 90 and 180 days after placement. The local office staff kept track of a number of variables, among them any changes in the client's ANFC status and monthly amount received. Any statements about reduction in welfare dependency are of necessity confined to the "successes", a group which is, of course, not a representative sample. However, this group is almost 50% of the total client population. Also, we are considering the "successes" from among both the TRE's and the non - TRE's, so that there should be no statistical bias working for or against either group.

As stated above, the TRE's were more likely to be receiving ANFC at entry into the Project than the non-TRE's. Overall 58% of them were on ANFC as opposed to only 50% of the non-TRE's. Among the males, the difference was only two percent (35% vs. 33%) while among the females it was ten percent (72% vs. 62%). If we follow these successful clients through the various stages of the Project -- training, placement, 30, 90 and 180 day follow - throughs -- there is a steady reduction in tendency to receive ANFC among both subpopulations. At the end of 180 days, both groups show exactly the same tendency to receive welfare -- 18% of the clients are on ANFC -- though the TRE's had a greater tendency to be on welfare at the start. Thus the reduction in welfare dependency is greater for the TRE's.

If the ANFC roll is shrinking in both groups, so are the actual welfare payments. TRE's entered the Project with an average payment of $246 and 180 days later that amount was down to $191. For the non-TRE's the comparable figures, $268 and $201, are higher, but the percentage of shrinkage, 23.4% (TRE) vs. 25% (non-TRE) is almost the same. It should be kept in mind that these figures are drawn only from those clients who completed training and were placed in jobs and not from the whole of each subpopulation. TABLE 20 gives a thorough breakdown of the changes in ANFC dependency and average payments for each subpopulation from entry into the Project up to the 180-day follow-through.

Work training slots were contracted with an employer for various periods of time -- from a few weeks up to a half year. Of course it was hoped that a client would complete his first training experience successfully with placement in a permanent job. It was also anticipated that for various reasons some clients would not complete their work training. In practice it developed that a significant number of clients needed more training and

TABLE 20

Successful TRE and Non-TRE Clients by Change In ANFC Dependency and Average Payment

(Note: This table is based on the 127 TRE clients and 177 non-TRE clients who completed training and were placed in jobs.)

	TRE				NON-TRE			
	No.* IA	No. Rec'g ANFC	%** IA	Av. ANFC	No. IA	No. Rec'g ANFC	% IA	Av. ANFC
ANFC AT ENTRY INTO PROJECT								
Males	48	17	35%	$277	73	24	33%	$349
Females	79	57	72%	237	104	64	62%	237
All Clients	127	74	58%	246	177	88	50%	268
ANFC DURING TRAINING								
Males	48	15	31%	195	72	18	25%	219
Females	78	40	51%	171	103	51	50%	172
All Clients	126	55	44%	178	175	69	39%	184
ANFC AT PLACEMENT IN JOB								
Males	47	7	15%	199	69	5	7%	303
Females	74	24	32%	154	97	34	35%	177
All Clients	121	30	26%	164	166	29	23%	193
ANFC 30 DAYS AFTER PLACEMENT								
Males	46	5	11%	190	69	6	9%	281
Females	75	25	33%	166	99	34	34%	180
All Clients	121	30	25%	170	168	40	24%	196
ANFC 90 DAYS AFTER PLACEMENT								
Males	45	4	9%	217	69	5	7%	240
Females	73	23	32%	181	94	32	34%	188
All Clients	118	27	23%	186	163	37	23%	195
ANFC 180 DAYS AFTER PLACEMENT								
Males	42	2	5%	374	69	4	6%	331
Females	66	17	26%	192	92	25	27%	181
All Clients	108	19	18%	191	161	29	18%	201

* No. IA = number for whom information is available.

** % IA = percentage of those for whom information is available.

thus,went on to a second and sometimes even a third and occasionally a fourth training experience.

TRE's required more training than the non-TRE's. For the 241 TRE's there was a total of 427 training experiences, or an average of 1.77 per client. For the non-TRE's there were 555 training experiences or an average of 1.35 per client. The difference between these two numbers suggests, as a very crude measure, that the TRE's required about 30% more training than the non-TRE's. Of course, a careful cost/benefit accounting would require putting a price tag on every one of the training experiences in the entire Project, a task which is well beyond the scope of this monograph. It is accurate to say that the TRE's required more training experiences than the non-TRE's and that the 30% figure cited above is indicative, though not definitive. TABLE 21 gives a breakdown of both subpopulations by number of training experiences. TRE's were twice as likely to go on to a second training experience and more than three times as likely to require a third training experience.

TABLE 21

TRE and Non-TRE Clients by Number of Training Experiences

NUMBER OF TRAINING EXPERIENCES	TRE		NON-TRE	
	No.	%	No.	%
ONE OR MORE				
Males	88	100	166	100
Females	153	100	245	100
All Clients	241	100	411	100
TWO OR MORE				
Males	49	55.7	44	26.5
Females	84	54.9	75	30.6
All Clients	133	55.2	119	29.0
THREE OR MORE				
Males	15	17.1	6	3.6
Females	29	19.0	16	6.5
All Clients	44	18.3	22	5.4
FOUR OR MORE				
Males	3	3.4	2	1.2
Females	6	3.9	1	.4
All Clients	9	3.7	3	.7

Were the TRE's successful? The answer is "yes, but". "Yes", they were more successful than the non-TRE's in terms of completion of training, successful job placement, relatively little termination without good cause, and reduction of welfare dependency. "But", they required extra training, when compared with

the non-TRE's. This extra training can be read in several ways. It may be a reflection of the fact that within the whole client population, the TRE's as a group were relatively unemployable. Hence, it took more training to bring them even with the rest of the group, not to mention putting them ahead. It is also possible that the absence of any Training Related Expenses for the non - TRE's meant that various crises in the clients' lives went unmet, thus forcing a larger percentage of those clients out of the Project. This would be especially unfortunate since the Training Related Expenses were such a small portion of the Project budget and thus a small price to pay for keeping a client in training or on a job. It is also possible that the primary correlation lies simply between number of training experiences and number of Training Related Expenses: the more often a client comes back for training, the more often he needs these monies. Unravelling these assorted threads would involve researching the actual impact of the Training Related Expenses on the lives of the 241 clients receiving them, and would require data which is not available. Perhaps the best note to strike is a speculative one: given that the TRE's were relatively unemployable (as per the preceding subsection) yet relatively successful (as per this subsection) how much worse would they have done without the added training and the timely delivery of the Training Related Expense monies?

C. The Goods and Services Provided

For purposes of simplicity, in this subsection a "TRE" is a Training Related Expense per se, whereas in the two preceding subsections "TRE" referred to clients receiving Training Related Expenses. TRE's provided clients with goods ranging from pillow cases to tool sets, and with services ranging from auto repairs to child care. The largest category of TRE's (45% of the total) helped ease clients' transportation difficulties. In addition to repairs, the TRE's bought tires, batteries, and in some instances paid for clients' poll taxes so that they could renew their driver's licenses. Interestingly enough, a division of all the TRE's into those which went to male clients and those which went to females, shows that the males were more likely to require TRE's for transportation. Fifty-three percent of the TRE's for males went for transportation as opposed to only 41% of the TRE's for women. The average TRE for transportation approximated forty dollars.

The other large category of TRE was for clothing. In order to get jobs, clients needed a variety of clothing from foundation garments and support hose to uniforms and work boots. Over a third (38%) of all TRE's were for clothing, at an average cost of $22.32. Among men, 33% of the TRE's were for clothing, while among women the figure was 40%. The most common clothing TRE's were for uniforms. In each client's case males and females, uniforms were responsible for less than half of the clothing TRE's.

Between them, clothing and transportation accounted for over eighty percent of all the TRE's. In the other categories, moving expenses, education, child care, medical expenses and miscellaneous, the numbers of TRE's and the numbers of clients are so small that any statistical interpretation would be of questionable value. TABLES 22-24 give a thorough categorical breakdown of the TRE's, the clients receiving them and the expenditures involved.

It is of some interest to note that many clients needed more than one TRE. Overall, while 61% of the clients needed only one TRE, 21% needed two TRE's, 8% needed three and 7% needed four. Over 3% of all clients needed five or more TRE's. When broken down into male clients and female clients, the corresponding percentages do not vary significantly from the overall figures (see TABLE 25).

TABLE 22

Training Related Expense by Category of Expense:
Female Clients

	No. of Clients Rec'g TRE	% Total Female Clients	No. of TRE's	% Totl. TRE's Female Clients	Expenditure	% Total Expenditures-Fem. Clients	Average Expenditure
CLOTHING	79	52	106	40	2,470.19	31	23.30
Uniforms	36	24	44	17	746.21	9	16.96
Other Clothing	43	28	62	23	1,723.98	22	27.81
TRANSPORTATION	64	42	109	41	4,207.34	53	38.60
OTHER	45	29	51	20	1,221.93	16	23.96
Moving Expenses	3	2	4	2	196.48	3	49.12
Education	19	12	21	8	174.03	2	8.29
Child Care	2	1	2	1	60.00	1	30.00
Medical	7	5	9	3	499.00	6	55.44
Miscellaneous	14	9	15	6	292.42	4	19.49
TOTAL	188		266		7,899.46		

TABLE 23

Training Related Expense by Category of Expense:
Male Clients

	No. of Clients Rec'g TRE	% Total Male Clients	No. of TRE's	% Total TRE's Male Clients	Expenditure	% Total Expenditures Male Clients	Average Expenditure
CLOTHING	46	52	51	33	1,034.44	21	20.28
Uniforms	16	18	17	11	307.28	6	18.08
Other Clothing	30	34	34	22	727.16	15	21.39
TRANSPORTATION	47	53	80	53	3,347.36	67	41.84
OTHER	16	18	21	15	592.89	12.3	28.23
Moving Expenses	2	2	3	2	163.50	3	54.50
Education	5	6	7	5	35.75	1	5.11
Child Care	1	1	1	1	50.00	1	50.00
Medical	1	1	1	1	13.00	.3	13.00
Miscellaneous	7	8	9	6	330.64	7	36.74
TOTAL	109		152		4,974.69		

TABLE 24

Training Related Expense by Category of Expense: All Clients

	No.of Clients Rec'g TRE	% Total Clients	No. of TRE's	% Total TRE's	Expenditure	% Total Expenditure	Average Expenditure
CLOTHING	125	52	157	38	3,504.63	27	22.32
Uniforms	52	22	61	15	1,053.49	8	17.27
Other Clothing	73	30	96	23	2,451.14	19	25.53
TRANSPORTATION	111	46	189	45	7,554.70	59	39.97
OTHER	61	25	72	18	1,814.82	15	25.21
Moving Expenses	5	2	7	2	359.98	3	51.43
Education	24	10	28	7	209.78	2	7.49
Child Care	3	1	3	1	110.00	1	36.67
Medical	8	3	10	2	512.00	4	51.20
Miscellaneous	21	9	24	6	623.06	5	25.96
TOTAL	297		418		12,874.15		

TABLE 25

TRE Clients by Frequency of Use of TRE's

NUMBER OF TRE'S	MALES		FEMALES		ALL CLIENTS	
	No. of Clients	% of Clients	No. of Clients	% of Clients	No. of Clients	% of Clients
1	54	61	94	61	148	61
2	21	24	29	19	50	21
3	4	5	15	10	19	8
4	6	7	10	7	16	7
5	1	1	3	2	4	1
6+	2	2	2	1	4	2
TOTAL	88	100	153	100	241	100

PART II

ENRICHMENT TRAINING

SECTION I

SUMMARY AND CONCLUSIONS

A. Summary

The second part of this monograph is an examination of the use of Enrichment Training in the Vermont Experimental and Demonstration Manpower Pilot Project. As mentioned in Part I, Enrichment Training, a support component of the Special Work Project (SWP), provided funds for courses in job related subjects. It was established as a separate budget item during the second two years of the Project (Fiscal years 1972 and 1973). The ensuing components comprise Part II:

1. The background and development of Enrichment Training are discussed. It is noted that prior to its formal inclusion as a support component, costs for such training were met from Training Related Expense funds.

2. The means of identifying clients in need of Enrichment Training are presented. It is shown that E&D staff, clients and training employers each on occasion recognized such a need. Once identified, staff arranged for the training with appropriate trainers and integrated the training into the clients overall employability plan.

3. The specific procedures used in the Project to provide needed Enrichment Training to clients is outlined and methods and criteria for course selection, trainee enrollment and payment for services are given.

4. The characteristics of the 58 trainees who received Enrichment Training are analyzed and compared to trainees who did not receive such training. It is noted that a large percentage were women (85% vs. 59% in the total training population) and that more Enrichment participants had at least a high school education (79% vs. 54%). It is explained that the high perponderence of women was due to the value of training in the clerical fields, traditionally a woman's preserve.

5. The types of training provided and costs are discussed. The total amount expended during the Project was $6,673, an average of $115 per trainee.

6. A comparison of data as to completion, termination and permanent employment status between Enrichment and non-Enrichment trainees is made. It is shown that the former had not only a higher completion ratio, but also were more likely to be hired permanently by their training employer.

7. An assessment is made by local E&D office personnel of the value of Enrichment Training showing a consistently favorable opinion of the resource. Coaches are quoted as saying that in several cases Enrichment Training was directly instrumental in the trainee securing a permanent job.

B. Conclusions

It is clearly shown by the higher completion rate of the Enrichment Trainees that if properly applied, such training can be a valuable aid in projects of this type. However, it should be noted that the training was most helpful in situations where one specific skill, such as typing, could qualify a trainee for a job. This can be seen by the high perponderence of women trained for clerical positions. Therefore, we can conclude that the most efficient use of this resource requires careful evaluation of both the trainee's needs and the job requirements.

SECTION II

INTRODUCTION

A. The Monograph Objective

The primary purpose of Part II of this monograph is to examine the function and uses of Enrichment Training as a supportive service component in the Special Work Project (SWP) of the Vermont Experimental and Demonstration Manpower Pilot Project during the two and one-half years of its operational existence.

The first section of this part summarized the findings of this study and provided recommendations and conclusions. This section will serve to introduce Enrichment Training by generally discussing its role in the Special Work Project. Section III will explain the actual Enrichment Training process by exploring means by which E&D staff members identified clients' needs for Enrichment Training and the operational procedures used in obtaining Enrichment Training for the clients. Section IV offers statistics which characterize the types of enrollees who participated in Enrichment Training, the types of training offered, the cost of training and the types of training instructions utilized. A comparison of final termination statuses of SWP Enrichment enrollees with SWP non-Enrichment enrollees is made in Section V, as well as a comparison of their Follow-through employment statuses. The final section provides an assessment of Enrichment Training by local office staff members.

B. Background

The Special Work Project (SWP) entailed contractual agreements between the Vermont State Employment Service and public and private nonprofit organizations. These agreements established subsidized training employment for unemployed heads of households with children. The goals of SWP training were to enhance enrollees' overall employability and to equip them with job experience which would enable them to better compete for nonsubsidized employment upon successful completion of their Special Work training.

Individual local office E&D employability teams (the Coach, Counselor and Manpower Specialist) of the Vermont State Employment Service were faced with the problem of overcoming a variety of barriers to employment which hindered Special Work Program trainees from obtaining jobs or holding them. The work "barriers" had an all inclusive meaning in the context of this Project. It related to trainees' personal problems such as difficulties at home, problems with interpersonal relationships, transportation

problems, physical or emotional handicaps, educational deficiencies and lack of specific job skills. Several of the preceding barriers to employment are the subjects in part or whole of other project monographs. The last two -- educational deficiencies and/or the lack of specific job skills, are the trainee barriers to employment which are specifically the subject of Part II of this monograph.

In the context of the Vermont Experimental and Demonstration Project, Enrichment Training consisted of two approaches to E&D Special Work trainees' employability barriers. The two approaches used to ameliorate these barriers focused on improving trainees educationally and upgrading their job related skills. The first approach placed emphasis on remedial instruction in the "3R's" in order that trainees could speak, read and write with sufficient ability to function satisfactorily in the performance of their SWP training positions. The second approach stressed the development of specific job-related skills; that is, the development of increased competence in the performance of their SWP training jobs.

C. Development of Enrichment Training

The need for an educational support service component arose shortly after the operational phase of SWP was inaugurated at the two field locations -- Burlington and Morrisville. This obvious need of SWP trainees indicated that some of them could profit from work-related, structured educational training. Secondly, initial SWP operations demonstrated that certain trainees would need the support of classroom study to perform their SWP training jobs satisfactorily. As a result of this, it was believed that formal Enrichment Training for Special Work trainees integrated with their SWP work slots, would play an important role in bringing about permanent retention of the trainees by training employers.

There was no specific funding for Enrichment Training purposes during the first year of operations; however, there were a few instances of educational support to SWP trainees which were paid with Training Related Expense funds. This occurred at the Vermont State Hospital at Waterbury, Vermont, where seven SWP trainees attended the Barre Learning Center in preparation for the General Educational Development Test (GED) as a means of obtaining high school equivalency diplomas. Another instance of Enrichment Training involved a SWP trainee at the Waterbury State Hospital who attended a one week seminar relating to the rehabilitation of alcoholics held at the University of New Hampshire, Durham, New Hampshire. With the expansion of the E&D program on a statewide basis in late summer of 1971, this type of training became a formal component of the project's support services, and from that time on, it was called "Enrichment Training".

SECTION III

THE ENRICHMENT TRAINING PROCESS

A. Identifying Needs for Enrichment Training

At the time of enrollment, E&D Counselors, in consultation with other members of the local office employability teams, worked with trainees in developing plans for the purpose of attaining their employability goals. This often entailed the administration and analysis of testing. Once the plan was developed and the trainee placed in a training slot, the first step in attaining the employability goal was accomplished. Occasionally during the course of the clients' SWP training, the need for supplemental training became evident. Clients who might have benefited from Enrichment Training were identified by three sources:

1. The staff, through knowledge of training employers requirements or through observation of the trainees on - the-job performance might suggest Enrichment Training to improve skills;

2. A SWP employer would occasionally suggest that special training would aid an employee in improving job performance or in qualifying for permanent placements;

3. The trainee himself might recognize limitations which might be overcome by Special Training.

B. The Integration of Enrichment Training Into Trainees' Employability Status

With Special Work Training slots selected, the next step in the training process involved implementing the Special Work Training with available support services which would build on the trainees' strong points, remediate their weaknesses and generally assist them during Special Work Training. Enrichment Training was one of these support services. The decision to use this particular support service was the out-growth of the local office employability teams' appraisals of trainees' training job needs. The final decision to put Enrichment Training into use was made only after discussing the proposed Enrichment Training with SWP trainees and with the training employers.

Whether the Enrichment Training coincided with the beginning or early stage of the Special Work Program training jobs or whether it became an adjunct to the SWP training sometime after the starting

aides of training, each of the trainees was fully appraised of the purpose of adding this supportive component to their employability plans. This enabled trainees to become active participants in developing their individual case plans. Of the 58 trainees, 13 (22%) were enrolled in Enrichment Training relatively early during their SWP training; 45 (78%) were enrolled sometime later in the course of SWP training.

C. Procedures Used in Providing Enrichment Training

The E&D local office employability team members (usually the Manpower Specialists) held orientation meetings with subcontractors for the purpose of acquainting them with the philosophy, goals and support services of the E&D Special Work program. As a result, a few training employers requested that appropriate Enrichment Training be incorporated into the Special Work Training experience. In these instances a few SWP subcontracts were written with specific references to Enrichment Training. For example, two subcontracts were written to include provision for a series of correspondence courses in the field of dental hygiene provided by the Extension Division of the University of North Carolina. FIGURE 1 is the Special Work Project Training Plan of a subcontract which includes this provision for Enrichment Training.

FIGURE 1

VII. SPECIAL WORK PROJECT TRAINING PLAN

August 3, 1972
Date

Contract No. _____
Project No. _____

Contractor:

Subcontractor: (offerer)

Vermont Department of Employment Security
Box 488
Montpelier, Vermont 05602

Telephone _____

1. Project Schedule:

(a) Length of Project: Total Hours 2080 Hours Per Week 40
Number of Weeks in Period of Enrollment 52
Start Date 3 July 1973 End Date 29 Dec. 1972

(b) Number to be Enrolled (2) two

(c) Weekly Schedule Monday through Friday

2. Wage Information:

	Percent	Dollars
Employer's Portion of Wages & FICA	10% of wages & FICA plus 719.00	$ 437.63
Cost Reimbursement to Employer	90%	4657.69
Total Estimated Costs	100%	5095.32

Wages will be paid to trainee(s) on a bi-weekly basis, and wage reimbursements to the employer/subcontractor will be made on a monthly basis.

3. Overall Project Summary

DOT Job Title and Code	No. of Enrollees	Enrollee Work Week Hrs.	Enrollee Wage Per Hr.	No. of Wks.	Total Wks. Per Enrollee	Weekly Wage Per Enrollee	Total Wage Payments Enrollees	Employer Wage Reimbursement
Dental Assistant 079.378	2	40	2.00	52	26	80.00	$4160.00	
		Employer's Share of FICA at 5.2%					216.32	
		TOTAL WAGES PLUS FICA					$4376.32	$3938.69
		Maximum Job Related Expenses					500.00	500.00
		University of Dental Assistant Correspondence Course including first two segments @ 61.00 and 48.50 respectively per enrollee				109.50	219.00	219.00
						TOTAL	$5095.32	4657.69

The preceding contrasts with the usual procedure wherein no specific reference to Enrichment Training was made in the initial subcontract. The usual procedure for adding Enrichment Training is described in detail in the Procedural Guides for Administrators of Public Service Employment Projects.[1]

As a matter of operational procedure, the use of Enrichment monies for underwriting the cost of Enrichment Training represented a resource which was not used if this resource was available through other organizations. The Procedural Guides for Administrators of Public Service Employment Projects states: "limited funds for Enrichment Training should be utilized to purchase Enrichment Training only when the required training cannot be obtained locally through other funding resources." As an example, we would not want to use Enrichment Training to pay for training which may already be available locally through MDTA, Adult Basic Education or through the Vocational Education Departments of local school districts.

Wherever there were no existing programs of the above types to which E&D trainees could be directed, the local office E&D employability team members (usually the Counselor or Coach) sought an educational facility or a competent individual (such as a retired teacher, a craftsman or technician) to provide the necessary instruction to trainees. This required that the training institution or individual instructor be situated in a location accessible to trainees and able to offer instruction at times which were convenient for them to attend -- usually during non-SWP work - training time. This procedure hinged on the following two steps:

1. Setting up an Enrichment Training program:

   a. Local office E&D employability team decision that a Special Work Trainee case plan should be augmented by Enrichment Training;

   b. Local office E&D personnel search for facility or individual to provide training;

   c. Local office E&D unit request to E&D Central Office detailing specific purpose of training, costs, duration and identity of training facility or individual;

   d. Central Office approval of request.

2. Arranging for payment to the trainer:

   a. Letter from the local office manager to the trainer or training facility requesting the specific training and cost;

[1] Procedural Guides for Administrators of Public Service Employment Projects. Department of Employment Security publication, Montpelier, Vermont, September, 1973.

b. Letter from trainer to local office E&D unit detailing training to be provided to SWP trainees;

c. Billing invoice from trainer to E&D local office;

d. Billing forwarded from E&D local office to E&D Central Office;

e. E&D Central Office approval and clearance through E.S. Fiscal Section to State Finance Division.

SECTION IV

STATISTICAL CHARACTERISTICS OF ENRICHMENT PARTICIPANTS AND ENRICHMENT TRAINING

A. Characteristics of SWP Enrichment Training Participants

As has been stated earlier in this paper, 58 E&D SWP trainees were either selected for Enrichment Training by local office unit employability team members, requested training themselves, or were enrolled as a result of requests from training employers. What were the characteristics of these men and women who were enrolled?

All enrollees entering Enrichment Training averaged 11.6 years of education; 46 of 58 Enrichment trainees had completed at least 12 years. TABLE 1 contrasts the years of education of the participants in Enrichment Training and nonparticipants; it shows that only 9% of the Enrichment Training enrollees attended school for eight years or less while 19% non-Enrichment trainees attended school for eight years or less. Of the Enrichment Training participants 12% had from nine to eleven years of schooling. Finally, 14% of the Enrichment Training participants had over twelve years, while 13% of the non-Enrichment participants had more than 12 years of education.

TABLE 1

Educational Levels of Enrichment Training Enrollees and Non-Enrichment Training Enrollees

Years School	Enrichment Training Participants		Non-Enrichment Training Participants	
	No.	%	No.	%
0 - 8	5	9%	116	19%
9 - 11	7	12%	157	26%
12	38	65%	250	42%
over 12	8	14%	75	13%
TOTAL	58	100%	598	100%

TABLE 2 below details comparative statistical data for the 58 SWP trainees who participated in Enrichment Training and for the 598 SWP trainees who did not participate in Enrichment Training.

TABLE 2

Characteristics of Enrichment Training Enrollees and Non-Enrichment Training Enrollees

	Participants in Enrichment Training (58)		Non-Participants in Enrichment Training (598)	
	No.	%	No.	%
Female	49	84%	350	58%
Male	9	16%	248	42%
Handicapped	13	22%	141	24%
Disadvantaged	31	54%	395	66%
Veteran	6	10%	112	19%
Head of Household	40	69%	483	81%
Welfare Recipients	32	55%	340	57%

The data reveals the following characteristics for trainees participating in Enrichment Training: 49 were females (84% of all participants) against 9 men (16% of all participants), 13 (22%) were handicapped, 31 (54%) were disadvantaged, 6 (10%) were veterans, 40 (69%) were heads of households, and 32 (55%) were welfare recipients.

Nonparticipants in Enrichment Training numbered 350 females (58% of all nonparticipants) against 248 males (42% of all nonparticipants), 141 (24%) were handicapped, 395 (66%) were disadvantaged, 112 (19%) were veterans, 483 (81%) were heads of households and 340 (57%) were welfare recipients. In highlighting the significant aspects of the preceding data, it is very evident that females predominated over males in the Enrichment Training enrollees by a ratio of 5 to 1, while the ratio for nonparticipants was a much closer 3 to 1. Only 54% of the Enrichment Training participants were disadvantaged, contrasting with 66% of the nonparticipants.

TABLE 3 details the types of Special Work Training slots each of the 58 Enrichment Training participants held and the number and percentages of Enrichment Training enrollees in these job slots.

TABLE 3

Special Work Training Slots Filled by 58 SWP Enrichment Training Enrollees

Job	Male	Female	M & F	% of Total
Clerk-Typist	0	13	13	21%
General Office Clerk	0	8	8	13%
Family Case Aide	2	6	8	13%
Teacher Aide	1	6	7	12%
Dental Assistant	0	5	5	8%
Employment Service Aide	1	3	4	7%
Community Organization Worker	0	2	2	4%
Auto Mechanic	2	0	2	4%
Toy Assembler	0	2	2	4%
Reading Coordinator	0	1	1	2%
Messenger	1	0	1	2%
Office Manager	0	1	1	2%
Nurse Aide	0	1	1	2%
Legal Secretary	0	1	1	2%
Bookkeeper	1	0	1	2%
Maintenance Man Helper	1	0	1	2%
TOTAL	9	49	58	100%

This table shows that clerical trainees account for nearly half (45%) of all Enrichment Training participants. This is not surprising since a large percentage of all SWP slots were in this field and often improvement in trainees' skills was necessary for this type of work.

B. Types of Enrichment Training

The types of Enrichment Training can be divided into the subsequent five broad classifications: 1) Office Skills with the subcategories of typing, bookkeeping, and stenography; 2) High School Courses for GED preparation; 3) Technical Courses including dental technology, auto repair, woodworking and electrical wiring; 4) College Study with individual courses in several different fields such as History, Sociology, Counseling, Psychology and American Literature; 5) A one week seminar on the Treatment of Alcoholics.

TABLE 4 shows the number of courses pursued by Enrichment Training participants in the areas described above.

TABLE 4

Types of Enrichment Training Courses

Courses Taken	Number Male Participants	Number Female Participants	Total # Participants
Office Skills	3	32	35
Typing	2	28	30
Bookkeeping	1	2	3
Stenography	0	2	2
Secondary Preparation	1	0	1
GED	1	0	1
Technical Studies	3	16	19
Dental Hygienist	0	14	14
Auto Repair	2	0	2
Woodworking	0	2	2
Electrical Wiring	1	0	1
College Courses	3	20	23
History	1	0	1
Education	0	6	6
Sociology	1	2	3
Speech	0	1	1
Psychology	1	5	6
GEPFE	0	2	2
Mathematics	0	1	1
Literature	0	1	1
Public Speaking	0	1	1
English	0	1	1
Seminar on Alcoholism	1	0	1
TOTAL	11	68	79*

*These figures represent the number of times a client participated in a course. Some clients took more than one course, accounting for the discrepancy between 58 participants and 79 courses.

TABLE 4 confirms the fact that E&D SWP training assignments by sex have largely followed the traditional pattern prevalent among the regular work force. Female trainees continued to be trained for jobs requiring the familiar office skills -- typing, bookkeeping and stenography -- with only three of 35 office skill courses being taken by males. In one category, Technical Studies, there was an incursion of two females -- the field of woodworking, traditionally a male occupation. Oddly enough, these two females constituted

100% of SWP trainees in this category. APPENDIX A provides a complete listing of trainees by sex, cost of course, name and duration of course and training job title.

C. Institutions and Instructors Providing Enrichment Training

SWP participants have received Enrichment Training courses from two sources -- those offered by recognized institutions or by individual instructors. Training was provided by:

1. College or University
2. College or University Correspondence Courses
3. Public High School Adult Education Courses
4. Public Vocational School
5. Private Instructor

TABLE 5 shows that 30 Public High School Adult Education courses and 26 College or University courses accounted for over two-thirds of the Enrichment Training courses taken by Enrichment Training participants. The only others accounting for more than 10% of total courses were 11 College Correspondence courses taken, equivalent to 14% of the total.

TABLE 5

Categories of Institutions or Facilities Used for Enrichment Training	Number of Courses
1. College or University	26
2. College or University Correspondence Courses	11
3. Public High School Adult Education Courses	30
4. Public Vocational School	5
5. Private Instructor	7
TOTAL	79

D. Enrichment Training Costs

During the second Project fiscal year, when Enrichment Training became a formal support component, $21,000 was budgeted to the Special Work program for underwriting its cost. The preceding dollar amount was based on an estimate that about 20% of the anticipated number of Special Work enrollees would require this resource for an average of 12 weeks -- twenty hours per week at a cost of about $1.40 per hour per enrollee. This hourly figure represented the upper range of cost experienced by the Vermont State Employment Service for MDTA and WIN skill training and basic education institutional training. Experience showed that the amount budgeted was far in excess of the funds required. Consequently, the budget was revised during the third year to $9,600 for Enrichment Training.

The actual total cost of Enrichment Training during the two fiscal years 1971-1972 and 1972-1973 had been $6,673 or an average of $115 per trainee for the 58 Special Work trainees who had been assisted. Since the total number of Enrichment courses pursued were 79, the average cost per course was $84.00. The costs of the courses ranged from a low of $21.00 for a typing course to $500.00 to cover part of a special college degree program for adults offered at a nearby college. In no instance was a request for Enrichment Training ever denied because of cost alone.

It should also be noted that in several cases Enrichment Training was arranged that involved no expenditure of Project funds; for example some local schools offered courses leading to a high school equivalency diploma on a no cost basis.

SECTION V

ANALYSIS OF ENRICHMENT AND NON-ENRICHMENT ENROLLEES AS TO TERMINATION AND COMPLETION STATUS AND TO PERMANENT EMPLOYMENT STATUS

A. Completion and Termination Status

An examination of data (see TABLE 6) pertaining to the 58 SWP trainees who participated in Enrichment Training shows that 42 (73% of all Enrichment Training participants) completed training and were placed in permanent nonsubsidized employment. Of the trainees, 38 (90% of all Completed and Placed Enrichment Trainees) were hired permanently by the training employer and 4 (10%) were hired permanently by an outside employer. The same data for 598 SWP trainees who did not participate in Enrichment Training shows that 264 (44% of all nonparticipants) completed and were placed in permanent nonsubsidized employment. Of the total number of Completed and Placed Nonparticipants 190 (72%) were hired permanently by the training employer and 74 (28%) were hired permanently by an outside employer. Thus, upon completing training, the Enrichment Training participants made a significantly stronger showing with an overall job placement rate of 73% against 44% of the non-Enrichment Training clients -- a 29% difference.

TABLE 6

Comparison of the Final Termination Status of SWP Enrichment Enrollees With SWP Non-Enrichment Enrollees

Termination Status	# Enrich. Training Clients	% Enrich. Training Clients	# Non-E.T. Clients	% Non-E.T. Clients
Completed and Placed	42	73	264	44
Completed and Not Placed	4	7	88	15
Additional Training	3	5	29	5
Terminated with Good Cause	6	10	93	15
Terminated without Good Cause	3	5	124	21
TOTAL	58	100%	598	100%

B. Permanent Employment Status

By examining Follow-through records obtained on all SWP clients at 30, 90 and 180 days after termination from or completion of

training, we can determine the relative employment status of Enrichment trainees versus non-Enrichment trainees. TABLES 7 and 8 disclose that 30 days after having completed training and having been placed in nonsubsidized employment, 32 (62%) SWP Enrichment Training participants were still employed, while 217 (44%) nonparticipants were still employed. Ninety days after completion of training, 25 (62%) Enrichment Training participants were still employed while 182 (41%) of the nonparticipants were still employed. One hundred eighty days after completion of training 13 (45%) of Enrichment Training participants were still employed while 139 (36%) of the nonparticipants were still employed. The stronger job retention of Enrichment Training participants is very evident at the end of 90 days. One hundred eighty days after, there still appears to be a higher percentage of Enrichment Training participants than nonparticipants employed, although the number of respondents is small. It must be pointed out that some trainees, both Enrichment and non-Enrichment, have not concluded the 180-day Follow-through period at the time of this writing.

TABLE 7

Status of Enrichment Training Enrollees 30 Days After Termination

Termination Status	Employed No.	Employed %	Unemployed No.	Unemployed %	Not in Labor Force No.	Not in Labor Force %	Other Training No.	Other Training %	INA*	Total Info. Available
Completed & Placed	32	62	0	0	1	2	0	0	7	33
Completed, Not Placed	2	4	2	4	0	0	1	2	0	5
Additional Training	1	2	0	0	0	0	4	8	0	5
Terminated, Good Cause	0	0	1	2	4	8	0	0	0	5
Term., w/out Good Cause	0	0	1	2	2	4	0	0	0	3
Total	35	68	4	8	7	14	5	10	7	51

Status of Enrichment Training Enrollees 90 Days After Termination

Termination Status	Employed No.	Employed %	Unemployed No.	Unemployed %	Not in Labor Force No.	Not in Labor Force %	Other Training No.	Other Training %	INA*	Total Info. Available
Completed & Placed	25	62	1	2	1	2	1	2	12	28
Completed, Not Placed	2	5	1	2	0	0	0	0	2	3
Additional Training	1	3	0	0	1	2	1	2	2	3
Terminated, Good Cause	0	0	0	0	5	13	0	0	0	5
Term., w/out Good Cause	0	0	0	0	2	5	0	0	1	2
Total	28	70	2	4	9	22	2	4	17	41

Status of Enrichment Training Enrollees 180 Days After Termination

Termination Status	Employed No.	Employed %	Unemployed No.	Unemployed %	Not in Labor Force No.	Not in Labor Force %	Other Training No.	Other Training %	INA*	Total Info. Available
Completed & Placed	13	45	1	3.5	3	10.5	1	3.5	22	18
Completed, Not Placed	1	3.5	1	3.5	0	0	1	3.5	2	3
Additional Training	1	3.5	0	0	0	0	0	0	4	1
Terminated, Good Cause	0	0	1	3.5	4	13	0	0	0	5
Term., w/out Good Cause	0	0	1	3.5	1	3.5	0	0	1	2
Total	15	52	4	14	8	27	2	7	29	29

*Information Not Available

TABLE 8

Status of Non-Enrichment Training Enrollees 30 Days After Termination

Termination Status	Employed No.	Employed %	Unemployed No.	Unemployed %	Not in Labor Force No.	Not in Labor Force %	Other Training No.	Other Training %	INA*	Total Info. Available
Completed & Placed	217	43.8	9	1.8	4	.8	0	0	36	230
Completed, Not Placed	14	2.8	28	5.7	14	2.8	4	.8	27	60
Additional Training	0	0	3	.6	4	.8	12	2.4	8	19
Terminated, Good Cause	2	.4	22	4.4	54	10.9	3	.6	13	81
Term., w/o Good Cause	12	2.4	51	10.3	42	8.5	1	.2	18	106
Total	245	49.4	113	22.8	118	23.8	20	4.0	102	496

Status of Non-Enrichment Training Enrollees 90 Days After Termination

Termination Status	Employed No.	Employed %	Unemployed No.	Unemployed %	Not in Labor Force No.	Not in Labor Force %	Other Training No.	Other Training %	INA*	Total Info. Available
Completed & Placed	182	40.7	17	3.8	7	1.6	0	0	60	206
Completed, Not Placed	24	5.4	21	4.7	7	1.6	6	1.4	29	58
Additional Training	0	0	1	.2	1	.2	14	3.1	11	16
Terminated, Good Cause	8	1.8	14	3.1	44	9.9	3	.7	25	69
Term., w/o Good Cause	23	5.2	37	8.3	35	7.8	3	.7	26	98
Total	237	53.1	90	20.1	94	21.0	26	5.9	151	447

Status of Non-Enrichment Training Enrollees 180 Days After Termination

Termination Status	Employed No.	Employed %	Unemployed No.	Unemployed %	Not in Labor Force No.	Not in Labor Force %	Other Training No.	Other Training %	INA*	Total Info. Available
Completed & Placed	139	36.3	18	4.7	11	2.9	1	.3	97	169
Completed, Not Placed	20	5.2	13	3.4	12	3.1	5	1.3	37	50
Additional Training	2	.5	1	.3	2	.5	9	2.4	13	14
Terminated, Good Cause	7	1.8	15	3.9	39	10.2	1	.3	32	62
Term., w/o Good Cause	17	4.4	31	8.1	36	9.4	4	1.1	36	88
Total	185	48.2	78	20.4	100	26.1	20	5.4	215	383

*Information Not Available

SECTION VI

LOCAL OFFICE STAFF ASSESSMENT OF ENRICHMENT TRAINING

Local office personnel viewed Enrichment Training as only one of the supportive services available to SWP trainees. None of 15 employability team members suggested that this one supportive component in the Special Work program was the deciding factor determining whether the trainees were kept on permanently by employers after the completion of training. It was viewed by local office Managers, Counselors, Manpower Specialists and Coaches as one important criterion which, with several others, provided a sound basis for arriving at decisions to retain or not to retain trainees. Local office personnel considered several other factors of paramount importance to employers in making this decision. The other key indices given were: trainees' attitudes toward their jobs, proficiency in their work, inter-personal relationships with fellow workers and management supervisory personnel and overall reliability and stability. Most Counselors and Coaches viewed the involvement of SWP trainees in Enrichment Training as valuable indices of their overall motivation as well as positive evidence of their efforts toward self-improvement. Unquestionably Enrichment Training has had a bearing on employer decisions to hire SWP trainees. Just exactly how much force it exerted on employers' decisions is a moot point. Perhaps the point can best be made by asking, "Would the 58 Special Work trainees have been better prospective permanent employees had they not been exposed to Enrichment Training?" All evidence gathered by field personnel points to "no" as the only possible answer. If skill were needed for training jobs, obviously Enrichment Training was needed to reasonably insure permanent placement in these jobs.

Without exception, every team member voiced the opinion that Enrichment Training assisted significantly in removing client barriers to employment. The two Coaches in Burlington and Morrisville, the only areas in which the E&D Special Work program functioned during the first nine months of field operations (December, 1970 to September, 1971), stated that: 1) "Enrichment Training did remove client barriers and was extremely useful in preparing trainees for nonsubsidized employment afterwards;" 2) "Enrichment Training reflects motivation -- the first quality that employers are seeking." The first Coach quoted, indicated that in one instance a trainee was hired permanently specifically because his Special Work Training was augmented by Enrichment Training. The second Coach indicated that there were eight trainees whose exposure to Enrichment Training very definitely increased their employability. Another Coach-aide found trainees' employability

"to be increased to some degree." One local office Manager said: "Enrichment Training stimulates motivation and has a direct bearing on the trainee's search for self-confidence. It underscores the effort trainees have made to improve themselves. In this process, others around these trainees become aware of this self - upgrading effort."

APPENDIXES

APPENDIX A

ENRICHMENT TRAINING BY SEX OF PARTICIPANT, COST OF COURSE, NAME AND DURATION OF COURSE, AND PARTICIPANT'S SWP JOB TITLE

Sex	Cost of Course	Name and Duration of Course	SWP Job Title
F	50.00	Typing, Spring Term	Case Worker
F	92.25	Typing 4/24-6/30/72	Clerk-Typist
	25.00	Typing 9/29/71	Clerk-Typist
M	125.00	Smnr. on Alcoholics	Case Aide
F	92.25	Typing 4/34-6/30/72	Clerk-Typist
F	107.50	Typing 10/24-12/22/72	Clerk-Typist
M	141.50	History	Teacher Aide
F	107.50	Typing 10/24-12/22/72	Clerk-Typist
F	25.00	Typing 9/29/71-	Clerk-Typist
F	25.00	Typing 9/29/71-	Nurse Aide
M	92.25	Typing 4/24-6/30/72	Messenger
	60.00	English 5/15-6/9/72	Messenger
F	37.00	Bookkeeping 1/24/72 10 wks.	Fam. Case Wkr.
F	25.00	Typing 9/29/71-	Clerk-Typist
F	118.14	Typing 3/20-6/2/72	Gen. Office Clerk
F	118.14	Typing 3/20-6/2/72	Gen. Office Clerk
F	125.70	Grp. Com'l. in Clsrm. 2/2-5/15/72	Teacher Aide
F	104.90	Lrng. Disab. Rate 1/24-5/20/72	Teacher Aide
F	61.00	Dental Tech. Corres. 7/3-12/29/72	Dental Asst.
	48.50	Dental Tech. Corres. 7/3-12/29/72	Dental Asst.
F	121.95	Sociology 2/72-6/72	E.S. Aide
F	500.00	GEPFE (Goddard) 9/72-1/72	Fam. Case Wkr.
F	118.15	Typing 3/20-6/2/72	E.S. Aide
M	30.00	Adv. Auto Tech. Spring Term	Auto Mechanic
F	120.00	Speech Remed. Spring Term	Reading Coord'r.
M	97.73	Beh. Sci. Fld. Wrk. 1/11-5/12/72	Outreach Wrkr.
	97.72	Sociology 1/11-5/12/72	Outreach Wrkr.
F	99.08	Intro. Psych. 1/11-5/12/72	Outreach Wrkr.
	99.07	Sociology 1/11-5/12/72	Outreach Wrkr.
	106.14	Psych. of Hum. Dvlmt. 9/4-12/21/72	Comm. Org. Wrkr.
	106.15	Educ'l. Psych. 9/4-12/21/72	Comm. Org. Wrkr.
F	120.00	Systematic Psych. Spring Term	Gen. Office Clerk
F	80.00	Philos. of Educ. 1/17-3/17/72	Teacher Aide
	80.00	Algebra 1/17-3/17/72	Teacher Aide
	80.00	Am. Lit. 1/17-3/17/72	Teacher Aide

APPENDIX A (cont'd)

Sex	Cost of Course	Name and Duration of Course	SWP Job Title
F	92.25	Typing 4/24-6/30/72	Clerk-Typist
F	30.00	Woodworking 10/5-12/7/72	Toy Assembler
M	30.00	Bookkeeping 6/24-8/4/72	Bookkeeper
F	92.25	Typing 4/24-6/30/72	Clerk-Typist
F	162.50	Typing 7/31-8/31/72	E.S. Aide
F	92.25	Typing 4/24-6/30/72	Clerk-Typist
F	92.25	Typing 4/24-6/30/72	Clerk-Typist
	23.23	Bkkpg 10/11-12/22/72	Clerk-Typist
F	118.15	Typing 3/20-6/2/72	Gen. Office Clerk
M	30.00	Adv. Auto Tech. 10/2-12/4/72	Auto Mechanic
F	120.00	Public Spkg. Spring Term	Teacher Aide
	120.00	Gen. Psych. Spring Term	Teacher Aide
F	500.00	GEPFE (Goddard) 9/72-1/73	Fam. Case Wkr.
M	21.00	Typing 1/23-3/27/73	E.S. Aide
F	29.00	Counseling 10/8-11/12/72	Office Mgr.
F	30.00	Woodworking 10/5-12/7/72	Toy Assembler
F	61.00	Dental Tech. Corres. 7/3-12/29/72	Dental Asst.
	48.50	Dental Tech. Corres. 6/12-12/31/72	Dental Asst.
	25.00	Prac. Prev. Dent'ry 10/13/72	Dental Asst.
F	61.00	Dental Tech. Corres. 7/3-12/29/72	Dental Asst.
	48.50	Dental Tech. Corres. 6/12-12/31	Dental Asst.
	25.00	Prac. Prev. Dent'ry 10/13/72	Dental Asst.
F	101.03	Psych. of Hum. Dev. 9/4-12/21/72	Comm. Org. Wkr.
	101.02	Educ. Psych. 9/4-12/21/72	Comm. Org. Wkr.
F	107.50	Typing 10/24-12/22/72	Clerk-Typist
F	45.38	English 10/3-1/27/73	Gen. Office Clerk
	45.37	Steno 10/3-1/27/73	Gen. Office Clerk
	37.25	Shorthand 2/6-4/17/73	Gen. Office Clerk
F	61.00	Dental Tech. Corres. 7/3-12/29/72	Dental Asst.
	18.50	Dental Tech. Corres. 6/12-12/31/72	Dental Asst.
	25.00	Prac. Prev. Dent'ry 10/13/72	Dental Asst.
M	47.50	Elec. Wiring 10/5-12/7/72	Maint. Man Helper
F	107.50	Typing 10/24-12/22/72	Clerk-Typist
F	37.50	Dental Tech. Corres. 9/29-12/31/72	Dental Asst.
	25.00	Prac. Prev. Dent'ry 10/13/72	Dental Asst.

APPENDIX A (cont'd)

Sex	Cost of Course	Name and Duration of Course	SWP Job Title
F	107.50	Typing 10/24-12/22/72	Teacher Aide
F	50.50	Typing 10/4-1/10/73	Gen. Office Clk.
F	21.00	Typing 1/23-3/27/73	Case Aide
F	36.27	Theory, Methods, Asstg. Dental Surgeon 10/24-11/3/72	Dental Asst.
F	107.50	Typing 10/24-12/22/72	Teacher Aide
M9 F49	$6,951.49*	Total Number Courses - 79	

*This total differs from actually expended funds since rebates were received in cases where clients could not complete certain courses.